



TEACHERS' LIFE-WORK BALANCE AND JOB CONTENTMENT AMIDST COVID-19 PANDEMIC: BASIS FOR HUMAN RESOURCE DEVELOPMENT

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**Teachers' Life-Work Balance and Job Contentment Amidst Covid-19 Pandemic:
Basis for Human Resource Development**

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Abstract

The study aimed to determine the correlation between the Teachers' Life-work balance and Job Contentment in Tictapul District, Division of Zamboanga City, during the School Year 2020-2021. It used a descriptive correlational research design where 85 secondary teachers were the respondents using a total enumeration. The level of life-work balance of the teacher respondents was high, with an overall mean score of 2.87. The extent of Job Contentment had an overall mean score of 3.10, described as satisfied. There was no significant correlation between the teacher respondents' life-work balance and job contentment. Moreover, there was no significant difference in the level of life-work balance and job contentment when data were grouped into age, sex, civil status, and length of service. Teachers have a high work-life balance, are motivated in the workplace, and have a positive attitude toward work. The level of life-work balance and job contentment of the teachers' respondents does not vary with age, sex, civil status, and length of service. Teachers have a high life-work balance and job contentment regardless of their status. School Administrators may maintain the atmosphere of a friendly workplace for the teachers by recognizing teachers' achievements and awarding deserving teachers every academic year to boost the morale and conduct capacity building every year to build teamwork and maintain good camaraderie among teachers. Design training enables the balance between work and life and maximizes the use of human resource development funds for capacity building to improve the life-work balance and uphold the job contentment.

Keywords: *COVID-19 Pandemic; Job Contentment; Life-work Balance; Teachers*

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Introduction

Early in 2020, the effects of coronavirus (COVID-19) spread affecting a wide-reaching number of individuals and causing social and economic tremors. Working-from-home policies across occupations, often known as teleworking or telecommuting, are one of the most perceptible changes brought on by the COVID-19 epidemic (Kramer 2020, 119). Working from home has been considered to improve work-life balance because working from home gives one the chance to care for family members (Ammons 2004, 191-238). The working-from-home policy has various possible benefits and hazards that need to be taken into account. Working from home has been shown to increase work satisfaction, employee happiness, and quality of life (Azarbouyeh 2014, p 1063-1068).

Working from home improves productivity, balances work and family obligations, and decreases stress. However, professionals who have access to peer assistance, management support, and technological provision can demonstrate this value. Furthermore, by enabling workers to carry out their responsibilities even when it is difficult for them to arrive to work or finish their activities, it relieves the burden of absenteeism on the individual and the company. Certainly, these benefits support improved health, job happiness, work-life balance, and corporate loyalty (Anderson et al. 2015, 882-897).

Occupational stress is getting increased attention during this epidemic due to its pervasive influence and detrimental effects. Stress is a negative emotional state that can cause physical issues, job insecurity, low job satisfaction, and a lack of autonomy. In almost every industry, the workplace has altered, which has increased stress.

As observed, there is numerous stress cause for teachers amidst the pandemic teaching modality, reporting to work, relationship at work, role conflict, lack of developmental opportunities, as well as students' challenges in the new learning mode and paper works, which clash with their lack time for family and self. It is observed that teachers' concentration focuses on adjustments to their jobs and forgetting about themselves and their families, which leads to some glitches and irregularities among family members. Teachers are working under increased demands and limited resources and may not have access to all their students during the pandemic. These factors will affect how resilient and adaptable the teachers are and how well both their personal and professional lives are able to coexist.

Thus, the study's primary objective is to understand the teachers' well-being and determine the correlation between the Teachers' Life-work balance and Job Contentment during the health crisis. The findings of this study may be used as input in designing intervention programs for teachers' welfare.

Literature Review

WLB denotes institutional support for family leave, flexible work schedules, and child care (Misra 2013, 63). According to Chalofsky (2005), Work-life balance is positively impacted by the nature of the job, the work environment, employee-friendly policies, and organizational culture. Work-life balance (WLB) means achieving the perfect work-life balance while feeling at peace with professional and family duties. In general, achieving a balance between three things - paid work, unpaid work, and personal time - is called employment-life balance. In addition, as the detrimental impacts of unevenness concerning work and non-work responsibilities become more obvious, concern for work-life balance (WLB) is growing. The demands of high-stress

occupations harm employees' physical and psychological health, resulting in rising business expenses due to staff turnover and lost productivity. WLB is thus a crucial concern for employees and companies (Berrones 2019, 3-14)

Job satisfaction then remains the product of the interaction of situational job and personal needs of teachers. That connection between several work-family issues measures workers' job satisfaction. Some writers contend that the degree of job satisfaction of people who encounter significant work-life conflict are more tending to be unsatisfied with their job or 'work-to-life than life-to-work conflict occurred", as Ezzedeen (2003) mentioned. On the other hand, understanding the connection between job satisfaction and teacher empowerment (Amoli and Youran 2004, 771). Nguyen contributed the same. Income is an essential contributor to one's job satisfaction (Khalid and Salman 2010, 570-577). However, working hours and the quality of work predict total job satisfaction (Rogelberg 2010, 149-172). Thus, teachers with higher levels of those who are content are likely to produce better work than those who are unhappy (Sadeghi 2016, 75-96).

Job satisfaction provides useful input on the circumstances surrounding a person's involvement at work (Zembylas and Papanastasion 2004, 357-379). Job happiness explains what motivates people to show up for work, be satisfied at their jobs, and leave them. The degree of an employee's affective orientation toward their work functions correlates with job satisfaction (Haley-Lock 2007, 683-707). Thus, several characteristics connected with teachers' satisfaction include salary, support from supervisors, and availability of resources. These environmental circumstances increase teachers' dissatisfaction and teacher attrition (Zembylas 2004, 357-374).

Teachers' happiness or satisfaction with the organization generally affects how they do their jobs, which helps the school (Sadasa 2013, 16-37). The links between organizational pride, job happiness, and work-life balance have been explored and found to be related. Additionally, it was discovered that work-life balance is favorably correlated with supervisor support and job autonomy (Haar 2019, 261-282).

Research Questions

1. What is the respondents' demographic profile: age, sex, civil status, and length of service?
2. What is the level of life-work balance amidst the pandemic among the participants?
3. What is the extent of job contentment amidst the pandemic among the participants?
4. Is there a strong connection between the life-work balance and Job contentment of the respondents?
5. Is there a strong connection in the life-work balance of the respondents when data are categorized based on profile?
6. Is there a strong connection in the Job Contentment of the respondents when data are categorized based on profile?
7. Based on the findings, what human development resource plan can be developed?

Scope and Limitation

This study is limited to the teacher's life-work balance and job contentment amidst the pandemic in Tictapul District, Division of Zamboanga City school year 2021-2022. It also considered how the responses are categorized in age, sex, civil status, and duration of service. The core objective of the study is to comprehend how the teachers are doing as the pandemic progresses. The capability of the teachers to balance their personal and professional lives. It uses descriptive quantitative correlational between life work and job contentment of teachers during the pandemic, and the total population was part of the analysis to answer the research problem.

Method

Research Design

This inquiry employed a descriptive-quantitative correlational research design to achieve the answer to the research problems. The research was descriptive because it determined the degree of life-work balance of teachers and job contentment amidst the pandemic. However, it was quantitative-correlational because it assessed if the respondents' life-work balance significantly correlated with their job contentment. Additionally, it looked to see if there were any notable differences in life-work balance and job contentment when workers were categorized by age, sex, civil status, and duration of service.

Research Participants

The researcher employed total enumeration where the participants for this research were all secondary Junior and Senior High School Teachers of Tictapul District, Zamboanga City Division, for the school year 2021-2022.

Research Instrument

This study used a researcher-made survey checklist with the 4-point- Likert Scale where respondents expressed their agreement or disagreement on the series of statements. The researcher-made instrument consisted of three components. The respondents' profiles were included in Part I and included a name (optional), sex, age, civil status, and length of service. The degree of life-work balance amid the pandemic was the subject of Part II. There are ten assertions, and the teacher responders checked the boxes next to the numbers and descriptions that match each one: 4-very high, 3-high, 2-low, and 1-very low. Part III examined how satisfied the teacher respondents were with their jobs. There were ten statements in these statements the teacher respondents checked off the columns that best reflected their responses: 4 highly satisfied, 3 satisfied, 2 less satisfied, and 1-not satisfied. The researcher-made survey questionnaire was designed based on the problems of the study. It was presented to the adviser for the necessary corrections of the content. The same questionnaires were given to the group of evaluators for the reliability, relevance, and suitability of the instrument to the research problems. The proposition of the adviser and panel of evaluators who were doctorate degree holders was considered crucial.

In order to guarantee the instrument's dependability, the researcher employed a coefficient of reliability to test the dimensionality of the research instrument. Twenty questionnaires were administered to non-respondents with the same attributes as the respondents of the study. Cronbach Alpha was used to test whether the content of the

research instrument was reliable, with a 9.3 result of reliability. This implies that the research instrument was reliable and valid for the gathering of data to conduct the survey.

Data Gathering Procedure

A permit to conduct the study was secured from the Office of the Schools Division Superintendent to conduct the study. Upon its approval, the author personally distributed the consent to the respondents, and upon the consent being signed, the questionnaires were distributed. The researcher collected questionnaires to ensure the procedure's correctness in obtaining the information necessary to achieve the purpose of the research. After that, the responses from the questionnaires were encoded using the Excel Program. These data were processed using the Statistical Package for Social Sciences (SPSS). Finally, the researcher kept evidence of the data gathering procedures like photos, respondent consent, and other important documents.

Data Analysis

Mean was used to analyze the respondents' demographic data, including age, sex, civil status, length of service, and life-work balance, as well as their level of job contentment. One-way Analysis of Variance (ANOVA) was used to find the significant differences between the respondents' life-work balance and job contentment; T-test independent sample was used to find the significant difference between the respondents' life-work balance and job contentment when data were categorized by sex; Coefficient of Pearson's Product Moment was used to find the significant relationship between the respondents' life-work balance and job contentment.

Results and Discussion

Demographic Profile. Table 1 presents the respondents' demographic profile in terms of age, sex, civil status, and length of service.

Table 1: Characteristics of the Respondents

Profile	F	%
Age		
30 years and below	45	52.9
31-40 years	11	12.9
41-50 years	17	20.0
51 years and above	12	14.12
Total	85	100
Sex		
Male	31	36.5
Female	54	63.5
Total	85	100
Civil Status		
Single	45	52.94
Married	38	44.71
Widowed	2	2.35
Total	85	100
Length of Service		
5 years and below	49	57.65

6-10 years	8	9.41
11-15 years	9	10.59
16 and above	19	22.35
Total	85	100

Table 1 shows that there were 57 females out of 85 overall respondents. This means that females had the highest number of respondents and that most employed teachers were female. This implies that nearly all women preferred to join the educational sector. On the other hand, few males enrolled in education courses, and most of the males preferred other courses than teaching. This implies that it takes virtue for a man to take an education course.

The table further shows that when it comes to age, 45 or 52.9% of those surveyed were in the age range of 30 years old and below. This means that most teacher participants were new to the service. This implies the opportunity to hire a new teacher based on the item available. However, ages 31-40 have the lowest number of 11 or 12.9 %. This means that some of the teachers employed had managed to stay in the institution for quite some time because they enjoyed and loved the teaching profession, thus making them teach to the present.

Moreover, single teachers have the highest number of 45 or 52.94%. This result means that most of the teacher participants were single. This finding implies that teachers were new to their service and had no families and children to attend. However, widow teachers had the lowest number of respondents, with only 2. This means that few teacher respondents were widows. This implies they have no husbands to attend to and children to assist with their educational and personal needs. This further implies that teacher respondents portrayed the role of a mother and father in the family.

Lastly, the table shows that teachers five years and below in service had the highest number of respondents, 49 or 57.65%. The percentage means that most of the hired regular employees were new to the service. This implies that teachers were in a period of adjustment with their type of work and needed to embrace the work to make them stay in the academe. However, 6-10 years in service has the lowest number of teacher respondents, 8 or 9.41.

Life-Work Balance. Table 2 demonstrates the level of life-work balance of the teachers during the pandemic.

Table 2: Level of Life-Work Balance of the Respondents Amidst Pandemic

Item	Mean	Description
1. I am preoccupied with work-related duties while away from school.	3.07	High
2. I am discussing work more than anything else	3.90	Very High
3. I find it hard to switch from my work role to my family role	2.53	High
4. I find myself rehearsing work-related scenarios in my mind at home	2.84	High
5. I get along best with people who think too much about work	2.87	High
6. My family tells me I am preoccupied with work.	2.51	High
7. I find it easy to leave work	2.58	High

8. I can focus on the needs of my home life when at home.	3.16	High
9. Thoughts about work interfere with my ability to sleep well.	2.63	High
10. Work consumes most of my emotional energy when I'm not working	2.60	High
Over-all Mean	2.87	High

Legend: 4.0 – 3.25 *Very High* 3.24 – 2.50 *High* 2.49 – 1.75 *Low* 1.74 – 1.0 *Very Low*

The item "I am discussing work more than anything else obtained the highest mean score of 3.90 and was labeled as extremely high. It means that teachers' discussions focused on their work, even if not in the workplace. It implies that teachers were intruded on by thoughts of work in school topics related to their works and how they grew professionally. It further implies that teachers were thinking of work or other things related to work, although they were with family and friends doing things outside of the context of work.

The overall mean score was 2.87, described as high. It means that teachers have a high work-life balance amidst the pandemic. Teachers balance work and family life, and they organize and react to the burden of life contained by a complex society. It implies that teachers know how to manage life-work balance to cope with other responsibilities. It further implies that during the pandemic time, teachers were working from home.

There have been a lot of studies on life-work balance. Referring to a significant Canadian study by Lowe (2005), based on work-to-family interference and caregiver stress, 1 in 4 employees struggle with high levels of conflict between work and family. Taking role overload into account, work-family conflict affects over 60% of the employees polled. Of all professional factors, the amount of time spent at work is the best and most accurate predictor of work-life conflict. Due to their longer workweeks, managers and other professionals commonly report higher levels of work-to-family conflict.

Job Contentment. Table 3 presents the level of job contentment of the teachers during the pandemic.

Table 3: Job Contentment of the Respondents Amidst Pandemic

Item	Mean	Description
1. am being paid a fair amount for the work I do	3.10	Satisfied
2. am satisfied with my chances for a promotion	2.68	Satisfied
3. like my superior	3.11	Satisfied
4. am satisfied with the benefits I receive	2.74	Satisfied
5. like the people I work with	3.23	Satisfied
6. receive recognition for a good job I've done	2.81	Satisfied
7. like doing things at work	3.10	Satisfied
8. enjoy with my co-workers	3.31	Highly Satisfied
9. feel belongingness in my workplace	3.24	Satisfied
10. I have too much paperwork	3.06	Satisfied
Over-all Mean	3.04	Satisfied

Legend: 4.0 – 3.25 *highly Satisfied* 3.24 – 2.50 *Satisfied* 2.49 – 1.75 *less satisfied* 1.74 – 1.0 *Not Satisfied*

The item "enjoy with my co-workers" got the highest average score of 3.31, described as highly satisfied. It means that teachers enjoyed the company of their co-teachers in the school. It implies that teachers loved their work, and a culture of trust emerged across the entire organization. It further implies that teachers were appreciated and loved, respected, and showed teamwork among teachers.

The overall mean score was 3.04, described as Satisfied. It means that Teachers were content with their work as educators. It means that teachers loved and felt supported, which leads to reduced absenteeism, illness, and conflict. It implies that the school administrator maintained an ideal environment and helped employees achieve work-life balance despite the pandemic.

Contentment with pay, hours, and working conditions was correlated with quality of working life. Furthermore, they list the fundamental components of a good working environment as a secure workplace, fair pay, opportunity for advancement, and equitable employment prospects (Nanjundeswarawamy 2013, 201-214). However, the working-life indicators include job contentment, participation, workload, organizational commitment, and intended turnover (Baba and Jamal 2001, 231-240).

Jobs Contentment suggested that contentment with pay, hours, and working conditions was correlated with quality of working life. Moreover, they list the fundamental components of a good working environment as a secure workplace, fair pay, opportunity for advancement, and equitable employment prospects, according to Ezzedeen (2003).

Testing the correlation between Life-Work Balance and Job Contentment.

Table 4 reveals the relationship between life-work balance and job contentment. As revealed in the findings, Life-Work balance does not correlate with job contentment, teachers balanced their work-life and life-work as well, as they were satisfied with their job as the source of their living. However, leisure time, like time for bicycling, bowling, curling, hiking, and swimming, hindered them from enjoying themselves because of the workloads they partook. Teachers found it difficult to take extended vacations while they were away from home or on the road because they were preoccupied with unfinished work.

Table 4: Life-Work Balance and Job Contentment of the Respondents

X	Y	R-value	p-value	Decision	Interpretation
Life-Work Balance	Job Contentment	.200	.059	Accepted	Not correlated

This study corroborates that job satisfaction is significantly negatively associated with work-to-family interference and vice-versa (Nadeem and Abbas 2009, 63-83). In this context, however, the interface was not contained to the mental or cognitive intrusion, but interference as a whole. Further, there were studies that imbalance, which includes interference or work-to-life and life-to-work in all aspects, decreases job satisfaction (Devi and Rani 2012).

Testing the difference in the Life-Work Balance when data are grouped by profile of the respondents. Table 5 presents the result of the significant difference in the life-work balance once respondents were grouped by age. The data indicated that regardless of age, the respondents do not vary their life-work balance. Teachers 30 years

and below got the highest mean score of 2.77. It means that younger teachers could manage work-life balance well. It implies that, in this bracket, most of the teacher respondents were single with fewer obligations, they were focused on work because they didn't have children to care for.

Table 5: Life-Work Balance When Grouped into Age

Variable	Age	Mean	F-value	p-value	Decision	Interpretation
Life-Work Balance	30 and below	2.77	2.513	.064	Accepted	Not significant
	31- 40 years	2.52				
	41-50 years	2.65				
	51 years and above	2.51				

Teachers in the age bracket of 41-50 years old got the lowest mean in their level of work-life balance. It means teachers under this bracket were already established families, and most of their children were already in school. It implies that they needed to attend to their needs in education, like coaching and mentoring. They sometimes mismanage work-life balance, more so, they have many obligations to attend to since most of their children are in school.

Table 6: Life-Work Balance When Grouped According to Sex

Variable	Sex	Mean	t-value	p-value	Decision	Interpretation
Life-Work balance	Male	2.78	.352	.725	Accepted	Not Significant
	Female	2.74				

Table 6 presents the significant difference in the level of life-work balance when respondents were grouped into sex. The data indicated that notwithstanding the sex of the respondents, they do not vary their life-work balance.

The mean score for male respondents was 2.78, while the mean score for female teachers was 2.74. It implies that men instructors have a better life-work balance than female teachers. It implies that mothers' primary responsibilities were caring for children, managing households, and managing general household chores while spending more time at home with their children, while fathers were the family's primary providers, meeting only the family's needs. Males are, therefore, more likely to have greater attrition rates than males throughout the first five years of teaching, according to research that has found that men are less content with their jobs than women (MacMillan 2009, 487-515).

Table 7: Life-Work Balance When Grouped According to Civil Status

Variable	Civil Status	Mean	F-value	p-value	Decision	Interpretation
Life-Work balance	Single	2.75	.245	.783	Accepted	Not Significant
	Married	2.74				
	Widow	2.89				
	Others	2.75				

Table 7 presents the result of the significant difference in the level of life-work balance once respondents are grouped into civil status. According to the research,

respondents' levels of life-work balance are unaffected by their civil status. Widow teachers have a high life-work balance with a mean score of 2.89. It means that widow teachers focused more on work because they had no marital obligation except for the children, they were more focused on work. It implies that they were experienced teachers. They know how to manage life-work balance.

Married teachers obtained the lowest mean score of 2.74. It denotes that married teachers were preoccupied with work and family obligations. It implies that, with their obligations at home and work, they sometimes imbalance the life-work related work. Married employees with more children are more committed to their work than unmarried employees (Islam 2012, 22-31). Therefore, life-work balance is a problem that affects everyone who works for a living, regardless of whether they have children or not (Hughes and Boziones 2004, 264-278).

Table 8: Life-Work Balance When data are grouped into the length of Service

Variable	Length of Service	Mean	F-value	p-value	Decision	Interpretation
Work-life balance	5 years and below	2.75	1.78	.138	Accepted	Not Significant
	6-10 years	2.68				
	11-15 years	2.70				
	16 years and above	2.56				

Table 8 presents the result on the level of life-work balance when respondents were grouped into length of Service. The data indicated that, no matter how long you've been serving, the respondents do not vary their level of work-life balance.

Teachers five years and below in the service got a mean score of 2.75. It means that teachers with shorter lengths of service have a higher life-work balance than those with longer years in service. It implies that, under this bracket, teachers were single and had fewer family obligations. Their focus in life was their work. On the other hand, teachers 16 years and above with longer years in service did not have a higher level of life-work balance, unlike other teachers. It implies that teachers under this bracket were married and working parents they had to balance time between family and work because they had children to attend to.

Testing the difference in the level of Job Satisfaction when data are grouped by profile of the respondents. Table 9 presents the result of the significant difference in job satisfaction when respondents were grouped into age. The data indicated that regardless of the respondents' age, their job satisfaction level does not vary. It means that older and younger teachers do not vary their job satisfaction to work. It implies they were comfortable and happy with their job regardless of age.

Table 9: Job Satisfaction When respondents are grouped according to Age

Variable	Age	Mean	F-value	p-value	Decision	Interpretation
Job Satisfaction	30 years and below	3.01	.486	.693	Accepted	Not significant
	30- 40 years	3.00				
	41-50 years	3.20				

	51 years and above	2.95				
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Teachers 41-50 years old got the highest mean of 3.20. It means that teachers in this bracket have high job satisfaction. It implies that old-timer teachers were satisfied with their work, and most teachers under this bracket had already attained promotions that increased their salary as a way of living and sustaining their children.

Teachers aged 51 and above got the lowest mean score of 2.95. It means that teachers under this bracket were reliable teachers. It implies that in this age bracket, teachers' job satisfaction was decreasing due to some health conditions that triggered their satisfaction with their jobs.

The study aimed to thoroughly understand how working mothers in the public and private sectors balance their jobs and personal lives. Equal numbers of personnel from the public and private sectors participated in an experimental poll. On six subscales, including personal aspects, balance elements, organizational support, motivating factors, career growth, and psychological factors, both sectors were assessed. The findings showed that employees in the 25–30 age range from the public and private sectors both love their jobs and get along well with/under their bosses. This implies that they are influenced by motivational variables. Employees in the 31–35 age range in the public and private sectors are impacted by balancing, psychological, and personal issues. Employees in both industries love their jobs and are not significantly impacted by psychological issues when they are between the ages of 36 and 40. However, they are impacted by aspects related to job advancement. Personal, balanced, and motivational variables have little impact on women over 40 in either industry, while career progression and organizational support factors have a significant impact (Bagali 2014,165-176).

Table 10: Job Contentment When Grouped According to Sex

Variable	Sex	Mean	t-value	p-value	Decision	Interpretation
Job Contentment	Male	3.02	.232	.817	Accepted	Not significant
	Female	3.05				

Table 10 presents the outcome of the significant difference in job contentment when respondents were grouped into sex. The data indicated that regardless of the gender of the respondents do not vary. Compared to male instructors, female educators report greater job satisfaction. It means that male teachers were less content with their work than female teachers. It implies that female teachers dominated the teaching profession. Males valued the chance to influence significant choices and oversee the work of other employees more than females did, while females valued the chance to work with friendly coworkers more (Schuler 2005).

Another study in the Philippines found that female teachers who were satisfied with their teaching assignments or jobs were more likely to have a Master's degree and an average of nine years of teaching experience. The staff members conveyed great provision for university policies such as goal-setting clarity, innovation support for improved organizational effectiveness, and quality management system-driven continuous improvement (Kalaw 2014, 4). Job enrichment must consider both the environment in which workers operate and their working conditions, as well as the knowledge, experience, and skills of administrators.

Table 11: Job Contentment When Grouped According to Civil Status

Variable	Civil Status	Mean	F-value	p-value	Decision	Interpretation
Job Contentment	Single	2.94	1.334	.269	Accepted	Not significant
	Married	3.13				
	Widow	3.35				
	Others	3.05				

Table 11 presents the outcome of the significant difference in job contentment when respondents were grouped into civil status. The data indicated that regardless of the civil status of the respondents do not vary. It means that married and single teachers were satisfied with their work. It implies that school administration gave an atmosphere where employees just received compensation for teachers' work and benefits.

Widow teachers obtained the highest mean score of 3.35. It means that widow teachers were more satisfied with single and married teachers. It implies that widow teachers were less burdened with the obligation of husband and wife. It further implies that when teachers become widows they suffer from hurt and discomfort. They devoted most of their time to work to forget the loss of their partners. They lived there and started to love their work and got satisfied with it. Widowhood is one of the most distressing of all life events (Barrett 2000,451-464).

Single teachers garnered the lowest mean score of 2.95. It denotes that the young teachers were less satisfied with their work. It implies that since they were new and in the period of adjustments, satisfaction was not yet attained.

Married employees having more children are more committed to their work as compared to those who are unmarried. (Islam 2012, 22-31). Consequently, regardless of whether they have family responsibilities or not, work-life balance is a problem that affects everyone who works for a living (Hughes and Boziones 2004, 264-278).

Table 12: Job Contentment When Grouped According to the Length of Service

Variable	Length of Service	Mean	F-value	p-value	Decision	Interpretation
Job Contentment	5 years and below	2.95	0.348	.845	Accepted	Not significant
	6-10 years	3.28				
	11-15 years	3.40				
	16 years and above	3.56				

Table 12 presents the outcome of the significant difference in job satisfaction when respondents were grouped into length of Service. Teachers' length of service 16 years and above got the highest mean score of 3.56. It means that veteran teachers were more satisfied. It implies that teachers under this bracket were already masters of the routine work, and for them, it was very easy and hassle-free. Their satisfaction with work was high. It further implies that, under this bracket, teachers already attained promotions that they were satisfied with.

According to England (2016), job satisfaction substantially impacts whether or not teachers are eager to urge people to enter the teaching profession. The demands of

the job were the model's primary predictor, and the only unfavorable predictor in each model was extrinsic motives.

Human Resource Development (HRD) Plan. An HRD plan is a strategic tool that helps organizations harness the full potential of their workforce. It contributes to organizational growth, employee satisfaction, and competitiveness in a dynamic business environment. By investing in the development of their people, organizations can secure their future success.

Capacity Building to Strengthen Life-Work Balance and Job Contentment of The Teachers

I. Rationale

The process of developing workforce knowledge, attitudes, and abilities to accomplish both short- and long-term organizational goals as well as personal ones is known as capacity building. It is essential to improving workers' productivity and job happiness.

II. Objectives

This Capacity building for teachers aims to help teachers acquire the following skills and knowledge to enable them to:

1. Strengthen the bonds among teachers.
2. Support both the technical and adaptive capacities of teachers.
3. Cultivate and inspire talent.
4. Give rewards and recognition to performing teachers.

III. Capacity building Activities:

Activities	Expected Outcomes/Timeline	Person Involved	Resources
Self-Assessments for all the teachers	Result of the assessment as a basis for training -E-SAT Result	All Teachers Human Resource Officer College President	Laptop & Internet Connection
Orientation on the Policies Vision and Mission of the Department	Oriented employees -Before the opening of classes	All Teachers	School MOOE P20,000.00
Training on Career development by defining Career Pathways	Teachers recognize the strength and weaknesses in their career -Middle of the School Year	School Head Human Resource Officer Teachers Resource persons	School MOOE P 50,000.00
School Learning Action Cells	Teamwork among teachers - Every month	School Head Teachers Nonteaching Staff	School MOOE P 5,000.00
Team building activities at least once a year	Teamwork among teachers -Every December	Teachers Nonteaching staff School Head	School MOOE P 50,000.00

Rewards and Recognition	Committed and dedicated teachers -End of every School Semester	All employees	School MOOE P 20,000.00
Fostering Wellness, Solidarity, and Service	Boost the morale of teachers -every quarter	All teachers	School MOOE P 50,000.00

Conclusion and Recommendations

The study sought to establish a link between the Teachers' Life-work balance and Job Contentment. It is deduced from the results that female teachers are the most numbered among the teacher respondents. Most of the teacher respondents belonged to the age bracket of 30 years old and below. Single teachers have the highest number of respondents, and 5 years and below in service have the highest number of teacher respondents. Moreover, teachers have a high work-life balance, are motivated in the workplace, and have a positive attitude towards work. Teachers are satisfied with their job the work environment is friendly and motivating. The level of life-work balance and job contentment of the teachers' respondents does not vary with age, sex, civil status, and length of service. Regardless of their status, teachers have a high life-work balance and job contentment. Thus, School Administrators are to maintain a friendly workplace atmosphere for the teachers and design training that balances work and life. It is also recommended that a regular annual capacity building to build teamwork be undertaken to foster good camaraderie among teachers.

Dissemination and Advocacy Plans

This section specifies the post-research activities that shall be undertaken by the researcher. The table below describes each step, the material and human resources needed, and the corresponding implementation schedule and implications.

Implementation Steps	Responsibilities	Resources	Timeline	Implications
Submit a copy of the Final Research Report to the Division Research Committee	Researcher	3 sets Final Research Report	January 2022, 1st week (Resumption of classes)	SDO archiving of the completed education research
Present findings of the Research Report during the SLAC session	Researcher	Laptop Computer LCD Projector	January 2022, last week (End of academic Quarter 2)	Teacher-initiated interventions in Quarters 3 & 4 from the lessons learned in the research
Present findings during District Conference	Researcher	Laptop Computer LCD Projector	January 2022, last week (end of Quarter 2)	School-based interventions in Quarters 3 & 4 from the lessons

				learned in the research
Present findings during Division Research Congress	Researcher	e-Research Report copy	As scheduled	Division-recognized research work

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Financial Report

This section approximates the funds utilized in the actual conduct of this research work. The breakdown of cost per research task is detailed in Table 2.

Table 13. Research Cost

Research Task	Items	Quantity	Unit Cost	Total Cost Estimates
Crafting of the Research Proposal	Laptop computer	owned		
Reproduction of the Research Proposal	Clear Folder	5	15.00	75.00
	Bondpaper Computer ink	School-owned		
Review of the Research Proposal by the District Research Committee	Research Proposal copies	-		
Reproduction of copies of the Letter of Invitation and Consent Form and Interview Questions	Printer Computer ink Bond paper, long	School-owned		
Identification of Study Participants	Bondpaper Ballpen	School-owned		
Briefing of Study Participants	Snacks	85 pax	30.00	2,550.00
Distribution and Retrieval of Interview Questions	Ballpen	85 pcs	10.00	850.00
	Sticky notes	10 colors	20.00	200.00
Data Transcription	Logbook	1 set	200.00	200.00
	Ballpen	5 pcs	10.00	50.00
Data Analysis	Bond paper Ballpen	School-owned		
	Professional Fee	1,000.00		
Crafting of the Final Research Report	Laptop Computer ink Bondpaper Clear folder	School-owned		
Total Cost Estimates				Php 4,925.00

Appendix A

Survey Questionnaire

Teachers' Life-Work Balance and Job Contentment Amidst Covid-19 Pandemic: Basis for Human Resource Development

Name (OPTIONAL): _____

School: _____

Part I- Profile

Directions: Provide the data accurately and honestly by ticking the box of your response.

Age:	<input type="checkbox"/>	30 years old and below	<input type="checkbox"/>	41- 50 years old
	<input type="checkbox"/>	31- 40 years old	<input type="checkbox"/>	51 years old and above
Sex:	<input type="checkbox"/>	Male	<input type="checkbox"/>	Female
Civil Status:	<input type="checkbox"/>	Single	<input type="checkbox"/>	Married
			<input type="checkbox"/>	Widow
			<input type="checkbox"/>	Others: _____
Years in Service:	<input type="checkbox"/>	5 years & below	<input type="checkbox"/>	11 years- 15 years
	<input type="checkbox"/>	6 years- 10 years	<input type="checkbox"/>	16 years and above

Part II. LIFE-WORK BALANCE

Away from Work: Reflecting on the previous three months, Think of yourself in a typical non-work setting. Using the scale below, Check the box that best describes you.

4 – very high

2- low

3 – high

1- very low

Cognitive Intrusion of Work		1	2	3	4
1	I am preoccupied with work-related duties while away from school.				
2	I am discussing work more than anything else				
3	I find it hard to switch from my work role to my family role				
4	I find myself rehearsing work-related scenarios in my mind at home				
5	I get along best with people who think too much about work				
6	My family tells me I am preoccupied with work.				
7	I find it easy to leave work				
8	I can focus on the needs of my home life when at home.				
9	Thoughts about work interfere with my ability to sleep well.				
10	Work consumes most of my emotional energy when I'm not working				

PART III. JOB CONTENTMENT

Reflecting on the previous three months. Rate yourself on your work satisfaction. Using the scale below, Check the box that best describes you.

4 – highly satisfied

2- less satisfied

3 – satisfied

1- not satisfied

I.....	1	2	3	4
1 am being paid a fair amount for the work I do				
2 am satisfied with the teaching I have with my students on modular distance learning				
3 like to give instructional support through call/text				
4 am satisfied with the benefits I receive				
5 like the people I work with				
6 receive recognition for a good job I've done				
7 like doing things related to school				
8 enjoy with my co-workers				
9 feel belongingness in my workplace				
10 I have too much paperwork				

Appendix B

Letter Sent to Teachers as Invitation to Participate in the Research Study

Dear Teachers,

I am conducting a research study on TEACHERS' WORK-LIFE BALANCE AND JOB SATISFACTION AMIDST the COVID-19 PANDEMIC: BASIS FOR HUMAN RESOURCE DEVELOPMENT. The research primarily aims to explore and understand your work-life balance and job satisfaction amidst the covid-19 pandemic.

This study has been approved by the Division Research Committee and you are therefore invited to participate in this research project. Rest assured your identity will remain anonymous for the whole duration of the endeavor.

This research study consists of three parts, supplement and check the box of the statements that apply to you.

I look forward to working with you on this study and hope for your positive response.

Should you accept this invitation, please accomplish the consent form below.

Thank you very much.

Very truly yours,

EVELYN I. CIELO
Researcher

CONSENT FORM

I have understood the nature of the research study and I am willing to be a participant and hereby affix my signature.

NAME AND SIGNATURE OVER PRINTED NAME