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Work Life Balance and Level of Satisfaction among Female Teachers Assigned to the Northernmost Part of the Province of Surigao del Sur, Philippines

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Abstract

Research Aims - The intent of this research was to study the extent of the work-life balance and the level of satisfaction among female teachers assigned to the northernmost part of the province of Surigao del Sur and to determine if there is a significant relationship between these two variables.

Design/Methodology/Approach - The descriptive normative and correlation method was used in this study, and a modified version of an earlier questionnaire was used. Among the 226 female teachers who were chosen, 210 responded and participated. The data gathered from the questionnaire were tallied, tabulated, analyzed, and presented in tables.

Research Findings - The results showed that majority of the teachers answered “moderate extent” to the work-life balance under personal and work environment and mostly “satisfied” on the level of satisfaction. It was concluded that there was a significant relationship between the work-life balance and the level of satisfaction.

Theoretical Contribution/Originality - The significant relationship between the work-life balance and the level of satisfaction was tested in this study, and it was found that there was a relationship between the work-life balance and the level of satisfaction among women teachers assigned in the northernmost part of the province of Surigao del Sur.

Managerial Implications in the South East Asian Context - Managers or administrators in the Southeast Asian context, especially in the education sector, must consider both the work of the female employees in their institutions as well as 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.

Research Limitation & Implications - This study was limited to female teachers who were assigned to the northernmost part of the province of Surigao del Sur. In this paper, offers that similar research be conducted in other sectors.

Keywords - Work Life Balance, Personal Environment, Work Environment, Job Satisfaction, Personal Satisfaction, Female Teachers.

INTRODUCTION

The work-life balance of female employees has become an essential subject since, in today’s world, both men and women are responsible for earning an income. The notion of work-life balance supports the efforts of employees to divide their time and energy among work, family, and other necessary aspects of their lives.

Developing a perfect balance between personal life and professional life must be based on addressing a real situation. There is real balance only when the individual

feels that she has fulfilled all of her roles satisfactorily. Work-life balance problems should be considered seriously, and they should be addressed expeditiously. As stated in their famous book, "Work, and Family: Allies or Enemies," Friedman and Greenhaus (2000) posited that the conflict between work and family has real consequences. It significantly affects the quality of family life and career attainment of both men and women. The outcomes for women may include the serious limitation of their career choices, work roles, and the need to choose between two opposing activities, i.e., an active and satisfying career or marriage, children, and a happy family life. In addition, as stated in Meenakshi et al.'s study in 2013, long work hours and highly stressful jobs can hamper employees' ability to harmonize work and family life and also are associated with health risks, such as increased smoking and alcohol consumption, weight gain, and depression. Work-life conflict has been associated with numerous physical and mental health implications. According to a 2007 study by Duxbury and Higgins, women are more likely than men to report high levels of role overload and caregiver strain. This is because women devote more hours per week than men to non-work activities, such as childcare and elder care, and they are more likely to have primary responsibility for unpaid labor, such as domestic work.

In education, work-life balance among teachers is of great significance because their work creates knowledge for all sectors of society. The teaching profession includes numerous demands and a wide range of responsibilities that are potentially challenging. Individuals who work as teachers often have more problems in balancing their work responsibilities and their personal lives than people in other occupations. The job of educators often involves a lot of pressure, so it is difficult for them to meet their other social and family obligations efficiently. Devi and Kiran (2014) mentioned that work-life balance should not explicitly state or suggest an equal balance or an equal number of hours for work and personal activities. A positive work-life balance involves both accomplishments and satisfaction. A good working definition of work-life balance may be that it entails meaningful daily accomplishments and contentment in four areas, i.e., life-work, family, friends, and self. The best work-life balance varies for an individual over time at different stages of career and age, and different factors are vital for different individuals.

Navarathinam (2016) concluded that every teacher should set the goals of achieving an appropriate work-life balance and excelling in both their careers and their family role. Some of the strategies and skills used in the workplace, such as planning, organizing, and setting limits, also can be used at home for achieving a satisfying, fulfilling, well-balanced life, both professionally and personally.

Given this background, the objectives of this study were 1) to determine the extent of work-life balance and the level of satisfaction among female teachers, particularly to those who were assigned in the northernmost part of the province of Surigao del Sur and 2) to determine the significant relationship between the work-life balance and the level of satisfaction among women teachers. Quality of teaching and successful education are not attainable without highly-satisfied teachers.

LITERATURE REVIEW

According to Greenhouse et al. (2008), work-life balance is defined by three interconnected components, i.e., 1) "Time balance," 2) "Involvement balance," and 3) "Satisfaction balance." The indications of work-life balance support the efforts of employees to divide their time and energy among family, work, and the other significant aspects of their lives. Work-life balance is connected to the creation and maintenance of a supportive and healthy work environment, which will allow employees to maintain an appropriate balance between personal and work accountabilities, thereby strengthening the employees' loyalty, commitment, satisfaction, and productivity.

In India, especially for female employees, their concern on over work-life balance is gradually becoming a common topic of conversation. Work-life balance is a state of balance in which the demands for both one's professional life and personal life are equal. Each role has a different set of demands, and when the roles overlap, various problems can occur (Sharma & Dayal, 2015). Resch (2003) added that work-life balance creates a boundary one's between private life and work. Thus, work-life balance refers to an evenness between people's work and personal lives.

According to Anila and Krishnaveni (2016), employers recognize the importance of the work-life balance of their employees, and they also indicated that 36% of the female employees in the banking industry are able to manage their personal lives without affecting their work-life.

Another study was conducted by Varatharaj & Vasantha (2012) in which they examined the relationship between job satisfaction and the work-life balance in women. They used a questionnaire to collect data from 250 service sectors in which women were working in Chennai City, and they analyzed the data using Correlation, the Chi-Square test, the Wallis Test, and Kruskal's algorithm. The results showed that there is a strong positive relationship between job satisfaction and work-life balance.

Saeed et al. (2014) cited a paper written by Veenhoven (1991) that stated that an effective balance between a person's work and personal life makes that person more satisfied and happier. Satisfaction from a job and obtaining a good work-life balance makes people feel like they have reached the best compromise for attaining a good quality of life. Work-life balance is an issue of strategic significance to organizations, and it is especially important to female employees regarding their job satisfaction.

Employees' attitudes and status toward their organizations are affected by the work-life balance, and this balance is important when an organization has to manage highly-technical, professional employees, because their commitment and loyalty are required for the success of the organization. According to Susi (2010) as cited by Hussein (2016), the work-life balance is a key factor in employees' satisfaction. The managers of many organizations realize that a good work-life balance leads to

the retention of a valuable workforce, reduces work-family conflicts, and results in employees having a better life balance, enhanced job satisfaction, and less stress.

Many studies have shown that people who perceive that they have a good balance between their work and their personal lives tend to be more satisfied (Brought et al., 2014; Carlson, D. S., Grzywacz, J. G. & Zivnuska, S. (2009); Ferguson, M., Carlson, D., Zivnuska, S., & Whitten, D. (2012); Haar, J. M. (2013) and, K. A., & Dragano, N. (2014). Because of all of the available evidence, it seems reasonable to hypothesize that there is a significant relationship between work-life balance and personal satisfaction.

Statement of our null hypothesis:

H1: There is a significant relationship between work-life balance and the level of satisfaction among female teachers assigned to the northernmost part of the Province of Surigao del Sur.

As mentioned earlier, there are some studies available with which this paper may have some similarities. However, this paper is not duplicative because the time, the respondents, and the environment are all distinct and different.

RESEARCH METHOD

In this study, we used the descriptive normative and correlation method. This design is deemed appropriate because the study involves the collection of the data concerning the current condition. The significant relationship between the extent of work-life balance and the level of satisfaction among female teachers assigned to the northernmost part of the Province of Surigao del Sur also was determined statistically.

We modified the questionnaire that was used by Swarmalatha (2013), and we used the modified version to collect the data we needed. Focus group discussions also were conducted to obtain in-depth information, to answer questions, to verify the answers of the respondents, and to solicit additional information.

Research Environment

This research focused on the northernmost part of the Province of Surigao del Sur, also known as CarCanMadCarLan, in the Carrascal, Cantilan, Madrid, Carmen, and Lanuza municipalities. For the elementary level, there were seven district offices, i.e., one each in Carrascal, Madrid, Carmen, and Lanuza and two in Cantilan.

The location was chosen for the study due to geographical locations of the public elementary schools, which are distant from the teachers' main district offices and their homes. The culture in the area also was considered since more women and mothers were working and still acting as caretakers of their families irrespective of how their earnings compared to the earnings of their spouses.

Research Respondents

The respondents of this study were the female elementary teachers assigned to the northernmost part of the Province of Surigao del Sur. A list of the names of the female teachers assigned in the area was acquired from the secondary data in the municipalities' district offices. We used the Cochran formula at the 95% confidence level and a margin of error of 0.05 to obtain the number of respondents in the actual population, and proportional stratified random sampling was done to attain the sample of respondents by using the Lottery technique or the Fish Bowl technique. As a result, 226 female teachers were chosen as respondents.

Out of the 226 teachers who were chosen, 16 were unavailable for various reasons, such as sick leave, study leave, and a lack of interest in the study. However, 210 teachers were willing to participate in the study, and we felt that was an adequate number for obtaining the pertinent and relevant data required to attain the goals of the study.

Data Collection Techniques

The researcher asked the District Supervisor of the five municipalities in the northernmost part of the Province of Surigao del Sur for permission to conduct the study in Carrascal, Cantilan, Madrid, Carmen, and Lanuza where the female teachers who responded were assigned. The Supervisor approved our request, and the questionnaire were distributed to the respondents. After the respondents completed the questionnaires, the content was supplemented by interviews to validate answers and to solicit additional information.

Analysis of the Data

The data gathered from the questionnaire were tallied, tabulated, and presented. The statistical treatments used were weighted average for the extent of work-life balance and the level of satisfaction. Then, regression analysis was conducted to test the significant relationship between the work-life balance and the level of satisfaction among the female teachers assigned in the Northernmost part of the Province of Surigao del Sur, Philippines.

RESULTS AND DISCUSSION

The instrument developed by Swarmalatha (2013) was modified and used as the core instrument for the collection of data. Table 1 shows the reliability analysis of the study. For values of Cronbach's alpha greater than 0.70, the reliability was acceptable; values greater than 0.80 indicated good reliability, and values greater than 0.90 indicated that the reliability was excellent (Mohsen & Reg, 2011; Hair et.al., 2010) cited by Jaharuddin and Zainol (2019). The results presented in the Table 1 indicated that all of the reliability measures of the variable we used were acceptable.

Table 1.
Reliability Analyses

| Variable | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
|-----------------------|------------------|--|-----------------|
| Work-Life Balance | 0.944 | 0.949 | 41 |
| Level of Satisfaction | 0.893 | 0.891 | 19 |

Table 2 presents the average descriptive result of the extent of work-life balance and the level of satisfaction among female teachers assigned to the northernmost part of the Province of Surigao del Sur, Philippines. The table shows that, for personal environment in terms of household chores, most of the respondents answered “great extent,” while in terms of cooking, only the respondents from Cantilan 1 and 2 responded “great extent,” and the rest were “moderate extent.” they also responded “moderate extent” relative to child care/dependent care. The respondents also chose “moderate extent” for self-management, which includes spending time in self-development; and spending time in thinking, planning, and scheduling their day-to-day activities, as well as having a time to do physical exercise.

Under workplace environment, some of the respondents answered “great extent” in terms of discussing issues relating to work-life balance, get high respect, fair treatment, and that they can follow the guidelines and policies set by their supervisors, but, in terms of workloads, under duties and responsibilities, work schedule and deadline and financial aspects, the respondents’ response was “moderate extent.” Remarkably, under their work schedule and deadline in which the respondents replied “moderate extent,” they also stated that they often get home late and felt like they had more things to do than they could handle, even though a DepEd Memorandum, no. 291 series of 2008, set guidelines for the implementation of Civil Service Commission resolution no. 080096 on working hours for public school teachers. The guidelines state that public school teachers work six hours in actual teaching in the classroom, and the remaining two hours of work can be done within or outside the school to comply with the eight-hour workday; this work can include teaching related activities and other duties, such as the preparation of lesson plans, prepara-

| Particulars | Lanuza | | Carmin | | Madrid 1 | | Cantilan 1 | | Cantilan 2 | | Carrascal | | Grand Mean | |
|-------------------------------------|-----------|----|-----------|----|-----------|----|------------|----|------------|----|-----------|----|------------|----|
| | \bar{X} | VI | \bar{X} | VI | \bar{X} | VI | \bar{X} | VI | \bar{X} | VI | \bar{X} | VI | \bar{X} | VI |
| WORK-LIFE BALANCE | | | | | | | | | | | | | | |
| Personal Environment | | | | | | | | | | | | | | |
| Support from Family | | | | | | | | | | | | | | |
| A. Household Chores | 3.20 | ME | 3.28 | GE | 3.42 | GE | 3.38 | GE | 3.33 | GE | 3.30 | GE | 3.32 | GE |
| B. Cooking | 2.68 | ME | 2.91 | ME | 3.10 | ME | 3.51 | GE | 3.26 | GE | 2.87 | ME | 3.05 | ME |
| C. Childcare / Dependent Care | 2.71 | ME | 3.15 | ME | 3.08 | ME | 3.24 | ME | 3.10 | ME | 3.00 | ME | 3.05 | ME |
| D. Self- Management | 2.76 | ME | 2.86 | ME | 3.12 | ME | 3.14 | ME | 3.13 | ME | 2.94 | ME | 2.99 | ME |
| Workplace Environment | | | | | | | | | | | | | | |
| A. Work-Place | | | | | | | | | | | | | | |
| Supervisors' Work Place Environment | 2.91 | ME | 3.05 | ME | 2.94 | ME | 3.00 | ME | 3.11 | ME | 2.83 | ME | 2.97 | ME |
| Peers /Colleagues | 3.27 | GE | 3.22 | ME | 3.36 | GE | 3.32 | GE | 3.28 | GE | 3.04 | ME | 3.25 | GE |
| B. Workload | | | | | | | | | | | | | | |
| Duties and Responsibilities | 3.05 | ME | 2.87 | ME | 3.22 | ME | 2.90 | ME | 2.91 | ME | 2.88 | ME | 2.97 | ME |
| Work Schedule & Deadline | 2.91 | ME | 2.98 | ME | 3.01 | ME | 2.62 | ME | 2.72 | ME | 2.73 | ME | 2.84 | ME |
| Financial Aspect | 2.87 | ME | 2.99 | ME | 3.04 | ME | 2.69 | ME | 2.80 | ME | 2.76 | ME | 2.86 | ME |
| LEVEL OF SATISFACTION | | | | | | | | | | | | | | |
| Personal Satisfaction | 2.54 | S | 2.86 | S | 3.00 | S | 3.11 | S | 2.93 | S | 2.86 | S | 2.88 | S |
| Job Satisfaction | 2.75 | S | 3.01 | S | 3.08 | S | 3.25 | VS | 2.98 | S | 2.92 | S | 2.99 | S |

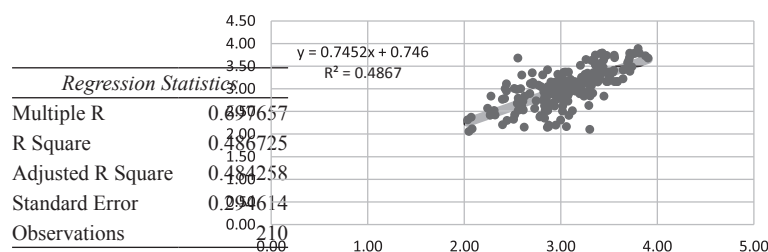
Table 2.
Work-life Balance and the
Level of Satisfaction of the
Respondents under Personal
and Work or Job satisfaction

tion and checking of exercises, recording of the results of academic performance, classroom accomplishments, conduct research, and provide counseling, mentoring, and coaching of students (www.deped.gov.ph). Nevertheless, the majority of the teachers still enjoyed teaching and interacting with their students, which showed passion and love they have for their profession.

In terms of the level of satisfaction, all of the respondents still replied “satisfied” with their free hours, sleeping time, time for meals, spending quality time with their families and their personal time. Also, under the “level of job satisfaction,” the respondents from Cantilan district 1 responded “Very satisfied,” but the others replied “satisfied” with their working hours, fair treatment and respect they got from their supervisors, peers or colleagues, with the implementation of the policies and guidelines set by the schools, feedback about their performance, and with all of the challenges they encountered. These responses indicate that the teachers in the six districts like their jobs and have a good feeling about what they do. Satisfied teachers are more enthusiastic about their work, and they remain loyal to the organizations/school, which ultimately will result in increased productivity and efficiency.

Figure 1 shows the significant relationship between work-life balance and job satisfaction. Regression analysis was used, and the results indicated that the value of R^2 was 0.4867 and that the significance P value was less than 0.05, so the null hypothesis was rejected. Thus, there was a significant relationship between work-life balance and the level of satisfaction among female teachers assigned to the northernmost part of the Province of Surigao del Sur.

This result agrees with the result of Malik et al. (2010) that work-life balance has a positive relationship with job satisfaction. Further, findings from the study of Ueda and Yutaka (2012) on the relationship between work-life balance programs and employee satisfaction concluded that work-life balance programs have significant positive effects on job satisfaction among the full-time and part-time employees who work in business organizations in Japan. Also Kormal and Yasir (2014) con-



| | df | SS | MS | F | Significance F |
|------------|-----|----------|----------|----------|----------------|
| Regression | 1 | 17.12003 | 17.12003 | 197.2411 | 5.92894E-32 |
| Residual | 208 | 18.05388 | 0.086797 | | |
| Total | 209 | 35.1739 | | | |

| | Coefficients | Standard Error | t Stat | P-value | Lower 95% | Upper 95% | Lower 95.0% | Upper 95.0% |
|-------------------|--------------|----------------|----------|----------|-------------|-----------|-------------|-------------|
| Intercept | 0.746033 | 0.162917 | 4.579232 | 8.03E-06 | 0.424853575 | 1.067213 | 0.424854 | 1.067213 |
| Work-life Balance | 0.745195 | 0.05306 | 14.04425 | 5.93E-32 | 0.64058935 | 0.8498 | 0.640589 | 0.8498 |

Figure 1
The Significant Relationship of Work-Life Balance and the Level of Satisfaction among Female Teachers Assigned to the Northernmost part of the Province of Surigao del Sur

cluded that Work-Life Balance has a positive correlation with Job Satisfaction, and they suggested that high level of Work-Life Balance is associated with a high level of Job Satisfaction.

This result was in agreement with the study presented by Abiodun, Oyebanji, and Sanni (2016) on work-life balance and teachers job satisfaction in Lagos State Secondary School. Their study showed that there was a significant, linear relationship between work-life balance and teachers' satisfaction, which implies that the more balanced the work-lives of teachers are, the more satisfied the teachers are. Teachers who can manage both work and family duties well are likely to be more satisfied, and this is likely to have a positive effect on the organization/school. Sorensen & Mekim (2014) also affirmed the positive relationship between work-life balance and job satisfaction. They stated that an organization that accommodates the concerns and constraints of its employees with respect to the work-family balance is able to sustain a higher level of work commitment and job satisfaction among its labour force.

MANAGERIAL IMPLICATION IN THE SOUTHEAST ASIAN CONTEXT

This is intended for the managers and administrators in the Southeast Asian context, especially in the education sector. The study offered an important contribution that has added to the basic information and knowledge of the managers and administrators in designing and implementing policies and guidelines. In this study, we found that there is a significant relationship between work-life balance and the level of satisfaction among female teachers. Thus, we concluded that work responsibilities and the activities of the teachers' private lives should be integrated in a smooth manner. Moreover, this balance most likely affects the performance of the female teachers as well as the overall performance of the organization. Therefore, managers in the Departments of Education in Southeast Asia should consider both the work of their female employees and their personal lives, because a good balance between the two leads to a high level of job satisfaction, thereby enhancing the level of commitment of the employees and their loyalty to the organization's goals and mission.

THEORETICAL IMPLICATION

The relationship of work and life balance and the level of job satisfaction among female teachers have been addressed in this study. This complemented the study of Varantharaj and Vasantha (2012), who stated that there was a strong relationship between the work life balance and the level of job satisfaction in women working in Chennai City. The study focused only on women because there is significant evidence that women perform most of the housework and child care even when they earned more than their spouses. Future studies could be conducted to evaluate other sectors in the workforce or to examine work-life balance for men.

CONCLUSION

The findings of the study indicated that female teachers assigned to the northernmost part of the Province of Surigao del Sur have difficulties in managing their

time. Specifically, it is difficult for them to balance their teaching responsibilities and interactions with students and take adequate care of their families' needs at the same time. Female teachers find their workloads to be very challenging because of all of the other responsibilities they have, with the main one being taking care of their families. And even though they often get home late, these female teachers are still generally satisfied with their work and their personal situations.

The findings of the study also indicated that there is a significant relationship between the work-life balance and the level of satisfaction among the female teachers who are assigned to the northernmost part of the Province of Surigao del Sur.

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