

Innovations

Healthy Work-Life Balance among Teachers

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Abstract: *This study aims to determine the healthy work-life balance of the teachers of Baguio Central University. The respondents are 82 teachers from the elementary, junior high school, senior high school, and undergraduate. The researchers made use of descriptive research design and descriptive survey method. The findings of the study are, the frequency of use of healthy work-life balance strategies of teachers is often, the level of effectiveness of the healthy work-life balance strategies used by teachers is moderately effective and the degree of seriousness of the healthy work-life balance strategies is moderately serious. From the findings the following are the conclusions: Teachers are able to apply the strategies of a healthy work-life balance to maintain their physical, emotional, and mental well-being. Also, teachers recognize the importance of the strategies to maintain a healthy work-life balance. They select strategies depending on the circumstances, job requirements, and personal preferences. Lastly, teachers intermittently experience problems on how to maintain a healthy work-life balance due to salary deficiency, high work load and job demands and poor planning.*

Keywords: *Tasks, priority, stress, productivity, teaching, learning, goals, career, personal life, family, self-care.*

1. Introduction

1.1. Background of the Study

Healthy work-life balance is maintaining a harmonious relationship between your work and personal life. It involves consciously managing your time and energy to meet both professional and personal commitments while prioritizing self-care and well-being, (Campbell, A. 2023). Work-life balance in the United States is the most important in work and life is the personal ability to demonstrate and meet the needs of work and personal life in order to achieve goals. People should learn to deal with role engagement, role conflict management and managing life needs to achieve

balance. Balance is about how to properly achieve the desired work and life satisfaction and needs in a conflict situation.

Work-life balance has been a controversial issue for workers across the United States. Long work hours are based partly on some business's long operating schedules, while many European nations dominate the category. Countries adopt welfare state, which dominates the role. The government takes to preserve the well-being of the citizen. The United States developed a limited welfare in 1930. Denmark, Sweden and Norway are ranked in the top 10 countries with the best work-life balance and have all adopted the social-democratic welfare state regime. This system promotes many appealing benefits for single men, women and families. In Denmark new parents are guaranteed 52 weeks of paid leave and universal childcare facilities. Sweden also has an attractive parental leave insuring workers 480 days of paid parental leave. For the Swedish, long work hours have been replaced with 6 hours workdays with 1% of the population working more than 50 hours a week.

Other countries like Spain, Germany and the Netherlands are leading in successful work-life balance by adopting the Mediterranean work-life conservative regimes. Within this welfare state there is a focus on traditional family values and gender norm. According to Dr. Deirdre Anderson of Cranfield School of Management, "women's place in the labor market is fairly low" compared to the United States, which allow time for family and additional source of income. In Spain, gender norms have created the availability of part-time jobs that are typically "employed by women." The Netherlands follows the same approach on part-time employment as Spain and has "more than half of the working population work part time." Another benefit of work-life balance within this welfare state is the approach on vacation days. The common factor between the nations that have prosperous work-life balance is flexible working hours, parental leave and child care policies (en.wikipedia.org).

In the study conducted by Go, Jaimee and Hechanova, M. (2022), the research contributes to emerging literature on crafting by examining different work-life balance crafting strategies that dual income couples in the Philippines utilize. It elicited eight strategies: 1.) Nourishing connection with spouse/ partner, 2.) Managing finances, 3.) Nurturing social relationships, 4.) Cultivating extended family care and support, 5.) Aligning work with family values, 6.) Working productively, 7.) Managing time and planning, and 8.) Strengthening faith and service. All these are correlated to well-being although nourishing connection with spouse/ partner and managing time and planning were the most predictive of well-being. Although majority of work-life balance strategies: managing finances and strengthening faith maybe contextual and may be useful for organizations operating in collectivist and developing economies.

Further, according to Gumpal, M. and Cardenas, R. (2021), work is undeniably very important and a priority for most Filipinos. Many are open to the concept of having a balanced life especially those younger workers but for others they view work-life balance as very idealistic and contradict with the reality of the situation. Younger workers (Millennials) prefer to put a distinct line between work and non-work to be able to enjoy life outside the office. For them, work-life conflict, mental health problem such as stress, work-life boundaries are properly managed. While Generation X workers who reviewed work-life balance pragmatically are less ideal and look at it based on their actual situations. For them, work-life balance has a deeper meaning and does not connote physical time (temporal border) devoted to a particular role but the meaning and the reason (psychological border) why you devote time to a particular role. For the majority of the Xers, balance is not always allocating a 50-50 division of time to life role but what fits to one's actual need as it arises. Xers believed that a balanced life is putting things in order to avoid conflicts between their multiple life roles. Work-life balance is not merely giving weights to a particular domain but putting it together to become whole. In contrast, the Boomers tend to be very devoted to the task and responsibilities assigned to them and to put greater attention to the demands of their work. Majority of Boomers devote more time in accomplishing their work roles rather than their non-work roles. Although Baby Boomers are putting greater weights on their work domains still it is a fact that they too are crossing personal or family domains every day.

For those three cohorts, many personal and work-related factors that contribute to stress and other mental health problems can lead to an imbalance in work and personal life; these factors are significant in achieving work-life balance. It can be said that their perceptions on work-life balance are antecedent of how they define a balanced life, and how they are achieving life satisfaction while doing their multiple roles.

1.2. Statement of the Problem

This aims to identify the healthy work-life balance among teachers in their teaching profession. Specifically, the study sought to answer the following questions:

1. What is the frequency of use of the healthy work-life balance strategies of teachers?
2. What is the level of effectiveness of the healthy work-life balance strategies used by teachers?
3. What is the degree of seriousness of the challenges encountered by teachers in the use of the healthy work-life balance strategies?

1. 3. Theoretical and Conceptual Framework

The research is anchored on the following theories: instrumental theory, ecological systems theory and ladder theory.

Instrumental Theory: Developed as a concept of instrumentality which is defined as “Work and career are primarily ways of obtaining the means to build and maintain a satisfying and successful family and leisure life; or vice versa” (Evans and Bartolome, 1984) as cited by Khateeb, F. (2021). The basic idea here is that activities conducted in one sphere facilitates activities in another one, for example, a worker who works to maximize earnings even at the time-cost of working for long hour (Guest, 2002) as cited by Khaleeb, F. (2021).

Ecological Systems Theory: This describes the work-life balance by examining the ecological relationships in the workers ecosystem (Peacock, Skinner and Ichii, 2009) as cited by Khaleed, F. (2021). The worker ecosystems are conceived by micro systems being located in greater ecosystems. It suggests that Work and Family represent a product of process, person, context, time which together yield an additive consequence on the experience of work and life (Grzywacz and Marks, 2000b). Beaujot, (2017) basing their assumption on the ecological theory, seek to workout relationship between families and economic environment. They elaborate this model by describing earning and caring as two of the most important activities of the families. These activities adopt and change with changing circumstances of the families.

Ladder Theory: Conceived by Bird (2006), ladder theory asserts that there are two aspects to the work-life balance, first the individual, second the organizations. Their roles can be described as 2 legs of the ladder where the left leg stands for the obligations of the organizations for the responsibilities of the employees and the right leg stands for the responsibilities of the employees towards the organizations. The two legs are joined by the steps namely profits, revenue, commitment, customer service, morale, productivity, retention and recruitment. Such that the journey ends at the last step (profits). For balanced work and life both the legs need to be properly functioning, (Khaleeb, F. 2021).

2. Methodology

2.1. Research Design

This study used the descriptive research design to answer the problem raised in this research undertaking. According to Siedlecki (2020) as cited by Cubile (2022), the descriptive research involves describing what already exist. It involves elements of analysis and interpretation of significance of the factor or current

condition about the nature of a group of person or class, events for the purpose of induction, analysis and enumeration of measurement. The descriptive survey method was used with the questionnaires as the main data gathering instrument. To collect the data which answered the specific questions of the study. Survey signifies the gathering of data regarding the present condition. According to Calmorin (2010), a survey is useful in providing the value of facts and focusing on the most important things to be reported.

2.2. Locale and Population of the Study

The respondents of this institutional research were the faculty of the university for the First Semester Academic Year 2024-2025 from the following departments: Elementary School, Junior High School, Senior High School, and Undergraduate Faculty. A total of 82 faculty participated in the study.

2.3. Data Gathering Tool

A survey questionnaire was used for this study. The survey consisted of three parts. The first part identified the frequency of use of healthy work-life balance strategies of teachers. The second part identified the level of effectiveness of the healthy work-life balance strategies used by the teachers. And lastly, the third part of the survey questionnaire helped the researchers identify the degree of seriousness of the challenges encountered by the teachers in maintaining the healthy work-life balance strategies they employ.

2.4. Reliability and Validity of the Research Instrument

For this research undertaking, since the questionnaire is researcher-made, it was subjected to a reliability and validity test by administering the questionnaires to the teachers who were not included in the targeted sample population for the research. Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, technique, or a test measure something (Middleton, 2020). Middleton (2020) further explained that reliability refers to how consistently a method measure something. If the same result can be consistently achieved by using the same methods under the same circumstances, then the measurement is considered reliable. Validity refers to how accurately a method measure. If research has high validity, it means it produces results that correspond to real properties, characteristics, and variations in physical or social world (Middleton, 2020). Content validity will be done by research experts who specialize in such field. For this specific research, a number of 10 dry-run respondents answered the questionnaire. The research questionnaire yielded to a reliability of 0.93 equivalent to a very high reliability.

2.5. Data Gathering Procedure

Permission from the Vice President for Academic Affairs was obtained for the researchers to administer the questionnaires. Once approved, the researchers then personally administered the questionnaires to the respondents. A letter to the respondents was attached to the questionnaire informing them of their consent to participate in the research, the results were solely used for academic purposes and an assurance that personal data were dealt with utmost confidentiality and in lieu with the Data Privacy Act of 2012. Retrieval of the questionnaires were also done by the researchers and the data was statistically treated and analyzed without any biases.

2.6. Treatment of Data

In the course of treating the data, the following statistical analyses were carried out: The responses of the respondents were classified, tallied, analyzed and assessed using frequencies, weighed mean, and average weighted mean. The frequency was used to show the number of responses of the respondents in each of the items. On the other hand, the weighted mean was utilized to calculate the average value of the particular set of numbers with different levels of weight. The following statistical limits and descriptive equivalents were used in the interpretation of data. On the frequency of use of the healthy life-work balance strategies of teachers

Scale	Statistical Limits	Descriptive Equivalent	Description	Symbol
3	2.34-3.00	Always	The strategies are used uninterruptedly	A
2	1.67-2.33	Often	The strategies are used frequently but not all the time	O
1	1.00-1.66	Sometimes	The strategies are used occasionally	S

On the level of effectiveness of the healthy work-life balance strategies used by teachers

Scale	Statistical Limits	Descriptive Equivalent	Description	Symbol
3	2.34-3.00	Very Effective	The Strategies are very useful	VE
2	1.67-2.33	Moderately Effective	The strategies are useful	ME
1	1.00-1.66	Least Effective	The strategies are slightly useful	LE

On the degree of seriousness of the challenges encountered by teachers in maintaining the healthy work-life balance strategies

Scale	Statistical Limits	Descriptive Equivalent	Description	Symbol
3	2.34-3.00	Very Serious	The challenges experienced by the teachers are severe	VS
2	1.67-2.33	Moderately Serious	The challenges experienced by the teachers are somewhat severe.	MS
1	1.00-1.66	Least Serious	The challenges experienced by the teachers are slightly severe	LS

The mean, average weighted mean, and rank shall be used to present the descriptive statistics of this research. The formula is:

$$WM = \frac{TWP}{N}$$

Where:

WM= weighted mean

TWP= total weighted points

N= number of respondents

3. Findings

Frequency of Use of the Healthy Work-Life Balance Strategies of Teachers

Table 1 presents the frequency of use of healthy work-life balance strategies of teachers. Improving your work efficiency is rank number 1 with a weighted mean of 2.63, which means that teachers are able to optimize the way they work to achieve more in less time, while also reducing stress and increasing productivity. Teachers are able to streamline their tasks such as simplifying and automating routine tasks, like grading or data entry, to free up time for more important activities. In addition, teachers are able to focus on the most critical tasks that have the greatest impact on student learning and outcomes. Also, utilizing digital tools and resources to enhance teaching, learning and communication, while also reducing workload are important to them.

Rank 2 with a weighted mean of 2.59 is “recognize your priorities” is a crucial aspect of achieving a healthy work-life balance especially for teachers. It means identifying and acknowledging what is important professionally. For teachers, recognizing priorities involves setting clear goals, wherein teachers were able to achieve what they want in their teaching career and personal life. Teachers were able to identify their values which means they understand what matters to them most like family, health, or personal growth. Further, they are able to recognize their

responsibilities as a teacher, including lesson planning, grading and student support.

With a weighted mean of 2.52 is manage your work load which is always. Teachers are able to establish clear boundaries between their work and personal life. This may mean not checking work mails or taking work calls during non-working hours, or not bringing work home with them. Moreover, they can keep track on their schedule, deadlines and tasks using a planner or calendar. This helped them to stay organized and ensured them to have enough time for all their responsibilities.

Rank number 9 is stay hydrated and getting enough sleep with a weighted mean of 1.44 which is sometimes. As a teacher, maintaining a healthy life-work balance to ensure well-being and effectiveness in teaching is essential. Staying hydrated and getting enough sleep are important habits that can affect the physical and mental health of individuals. However, teachers seem to neglect these. Since teachers bring home their paper work like making lesson plans/syllabi, checking test papers, quizzes and other activities during school days on weekends, in order to meet due dates. These affected their sleeping patterns and less time for self-care. To this point, self-care is neglected by teachers such as drinking enough water regularly, taking a break, and having a good sleep.

Last in rank is layout your own rules as rank number 10 with a weighted mean of 1.22 which is sometimes. This means that occasionally teachers fail to look into their personal boundaries, needs and well-being. They work overtime overlooking their time for personal and family responsibilities. There are a lot of challenges experienced by teachers failing to consider their personal lives. The over-all weighted mean of Table 1 is 2.07 equating too often. This implies that teachers deliberately can cope to balance their personal life and professional obligation which promotes their over-all wellbeing.

According to Eby, K. (2023), work-life balance is an important part of your day-to-day life and essential for self-care. It can be key to preventing employee burnout, stress and at the same time boosting over-all well-being. However, finding a healthy balance between personal interests and career goals can be difficult to achieve at times. In addition, Pham, E. (2023) said that work-life balance means prioritizing both your personal life and work-life. It might not always be a perfect balance, but there is enough of a balance to have an improved quality of life. Further, self-care is not a luxury, it is a necessity for professionals striving for long-term success and well-being. Integrating self-care practices into the fabric of one's approach to work-life balance is essential Tate, T. (2024) said.

Table 1: Frequency of use of the healthy life-work balance strategies of teachers

Indicators	Frequency of Use			TWP	WM	DE	R
	3 (A)	2 (O)	1 (S)				
1. Recognize your priorities.	54 (162)	22 (44)	6 (6)	212	2.59	A	2
2. Layout your own rules.	4 (12)	43 (86)	35 (35)	100	1.22	S	10
3. Find a company that fits you.	37 (111)	31 (62)	14 (14)	187	2.28	O	5
4. Improve your work efficiency.	55 (165)	24 (48)	3 (3)	216	2.63	A	1
5. Manage your workload.	48 (144)	29 (58)	5 (5)	207	2.52	A	3
6. Manage your breaks well.	41 (123)	30 (60)	11 (11)	194	2.37	A	4
7. Eating at regular hour.	26 (78)	35 (70)	21 (21)	161	1.96	O	6
8. Stay hydrated and getting enough sleep.	24 (72)	36 (72)	22 (22)	118	1.44	S	9
9. Take a vacation.	20 (60)	29 (58)	33 (33)	151	1.84	O	7
10. Schedule time for your hobbies and interests.	22 (66)	24 (48)	36 (36)	150	1.83	O	8
Average Weighted Mean					2.07	O	

Legend: A- Always; O-Often; S-Sometimes

Level of Effectiveness of the Healthy Work-Life Balance Strategies Used by Teachers

Table 2 shows level of effectiveness of the work-life balance strategies used by teachers. Indicator number 1 which is recognize your priorities is very effective with a weighted mean of 2.60. Teachers know that recognizing their priorities is important in order to attain work-life balance. They recognize the most significant strategy and can allot their schedule and energy which will direct them to a sustainable work-life balance. As a result, teachers will be more productive and can attain a more fulfilling life. However, in Table 1 recognizing your priorities is rank no. 2. This is because, the teachers after using the strategy, came up with a realization that the impact of this strategy is successful. Second in rank is improve your work efficiency with a weighted mean of 2.51 which is very effective. Being efficient, teachers believe that they can finish their tasks easily and effectively.

Teachers will have more quality time for their family and friends and can attend to their interests and hobbies. Indicators 2 and 5 are third in rank with a weighted mean of 2.43 which is very effective. These are layout your own rules and manage your workload. Teachers recognize these as essential in work-life balance. They learn to stop to take a breather in order to recharge, eat their snacks and meals and relax. To free up time for other tasks, teachers learn to delegate responsibilities to their co-teachers and student leaders. Teachers, being passionate, hard-working and committed are values needed to maintain overall well-being.

Table 2 Level of effectiveness of the healthy work-life balance strategies used by teachers

Indicators	Level of Effectiveness			TWP	WM	DE	R
	3 (VE)	2 (ME)	1 (LE)				
1. Recognize your priorities.	52 (156)	27 (54)	3 (3)	213	2.60	VE	1
2. Layout your own rules.	40 (120)	37 (74)	5 (5)	199	2.43	VE	3.5
3. Find a company that fits you.	43 (129)	27 (54)	12 (12)	195	2.38	VE	5
4. Improve your work efficiency.	45 (135)	34 (68)	3 (3)	206	2.51	VE	2
5. Manage your workload.	36 (108)	45 (90)	1 (1)	199	2.43	VE	3.5
6. Manage your breaks well.	27 (81)	47 (94)	8 (8)	183	2.23	ME	6
7. Eating at regular hour.	29 (87)	38 (76)	15 (15)	178	2.17	ME	7
8. Stay hydrated and getting enough sleep.	27 (81)	39 (78)	16 (16)	133	1.62	LE	10
9. Take a vacation.	27 (81)	35 (70)	20 (20)	171	2.09	ME	8
10. Schedule time for your hobbies and interests.	32 (96)	35 (70)	15 (15)	155	1.89	ME	9
Average Weighted Mean					2.23	ME	

Legend: VE- Very Effective; ME-Moderately Effective; LE-Least Effective

Last in rank which is stay hydrated and getting enough sleep garnered a weighted mean of 1.62 which is least effective. Although this strategy is essential in balancing work-life balance, teachers evaluated the item as least effective because they believe that they can still manage to work since it is an obligation for them to perform their duties well. They learn to postpone the needs for the meantime to satisfy the needs when the tasks are done. Teachers can sacrifice for a little while to perform their assigned responsibilities. The overall weighted mean for table 2 is 2.23 which is moderately effective. This implies that teachers know the significance of teacher well-being. Teacher work-life balance implies that they will have improved mental and physical health, increased productivity, better time management and increased job satisfaction.

Jha, N. (2024) mentioned that in today's fast paced world, achieving a healthy work-life balance is more crucial than ever maintaining employee productivity. All felt the strain of juggling our professional responsibilities with our personal lives, often leading to burnout and decreased job satisfaction. Fortunately, there are proven strategies that can help us find that sweet spot between work and play. By prioritizing our well-being and making smart adjustments to our daily routines, one can boost our efficiency at work while still enjoying our time. Moreover, Campbell (2023) emphasized that just like in our diet, to stay healthy and energized for the long haul, people need variety. When it comes to work-life balance, people need to engage in a variety of activities and rest. We tend to fall into the trap of believing that we can be productive all the time, or that an eight-hour day at work equates to eight hours of output.

However, that is hard if not impossible for many individuals to achieve. Plus, over working has negative consequences for both employees and employers. Also, work takes precedence over everything else in our lives. Our desire to succeed professionally can push us to set aside our own well-being. Creating a harmonious work-life balance or work-life integration is critical, though, to improve not only our physical, emotional and mental well-being, but also to succeed in our career. In short, work-life balance is the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's personal life (Sanfilippo, 2024).

Degree of Seriousness of the Challenges Encountered by Teachers in Maintaining the Healthy Work-Life Balance Strategies

Table 3 presents the degree of seriousness of the challenges encountered by teachers in maintaining healthy work-life balance. Rank 1 is indicator number one, inadequate compensation which is moderately serious. This means that the issue is important which needs to be addressed but it is not intense. This warrants careful consideration and intervention. High work load and job demands are moderately

serious with a weighted mean of 2.28 is rank number 2. Teachers are overwhelmed with work and responsibilities which makes it harder for the teachers to pay close attention and lose their focus on their given task. Excessive workload on teachers' performance can manifest in decreased productivity, burnout, health issues, reduced creativity and strained interpersonal relationships.

On the other hand, poor planning is the third in rank which is moderately serious. This is the greatest challenge among the teachers, working without a plan. Without specific goals and purpose, teachers will not know what to prioritize which will lead them to confusion, inconsistency and poor use of resources. The last is rank 10, which is constant overtime interpreted as least serious. This means that the teachers have the ability to use one's time effectively or productively, especially at work. This means that teachers are applying time management. They can plan and balance their time in doing different tasks. Teachers can complete a given tasks in a specific time frame amidst challenges and tight schedules. The overall weighted mean is 2.06 which is moderately serious, this implies that work-life imbalance will increase the stress of the teachers. Recurrence of these feelings affect one's health and difficulty controlling or managing emotions.

Table 3 Degree of seriousness of the challenges encountered by teachers in maintaining the healthy work-life balance strategies

Indicators	Degree of Seriousness			TWP	WM	DE	R
	3 (VS)	2 (MS)	1 (LS)				
1. Inadequate compensation.	29 (87)	50 (100)	3 (3)	190	2.32	MS	1
2. High work load and job demands.	28 (84)	49 (98)	5 (5)	187	2.28	MS	2
3. Lack of time and scheduling conflicts.	22 (66)	46 (92)	14 (14)	172	2.10	MS	4
4. Job insecurity.	19 (57)	43 (86)	20 (20)	163	1.99	MS	9
5. Lack of boundaries.	17 (51)	48 (96)	17 (17)	164	2.00	MS	8
6. Family and leisure is difficult.	18 (54)	49 (206)	15 (15)	167	2.04	MS	7
7. Lack of support.	24 (72)	40 (80)	18 (18)	170	2.07	MS	5
8. Poor planning.	23	46	13	174	2.12	MS	3

	(69)	(92)	(13)				
9. Constant overtime.	14 (42)	47 (94)	21 (21)	129	1.57	LS	10
10. It is expensive.	18 (54)	51 (102)	13 (13)	169	2.06	MS	6
Average Weighted Mean					2.06	MS	

Legend: VS- Very Serious; MS-Moderately Serious; LE-Least Serious

According to Blonska (2023), teaching is undoubtedly a rewarding profession, but it can also be overwhelming at times. A teacher's workload may seem never-ending, leaving very little time for personal and family life. Creating a work-life balance as a teacher requires careful planning, thoughtful prioritization, and effective time management. Moreover, being a teacher is one of the most rewarding yet challenging and time-consuming jobs out there. And though it may seem impossible, there are ways to maintain a healthy work-life balance for yourself as a teacher. Setting realistic goals, tracking your time, and scheduling work are some good practices to start with. In the end, creating a healthy work-life balance for yourself might take some effort and creative thinking. But still, your sanity is definitely worth it, (actiTIME, 2022). Further, balancing the roles of parent and teacher is a challenging undertaking. Teachers need to learn more time management skills and be aware of their obligations in both their professional and personal lives to solve this. Teachers must be taught time management skill, maintain focus, and prioritize their obligations to both their families and their work (Aquino, JM, Culajara, CJ & Culajara, JPM, 2023).

In summary, the frequency of use of the healthy work-life balance strategies of teachers is often. The level of effectiveness of the healthy work-life balance strategies used by teachers is moderately effective. Finally, the degree of seriousness of the challenges encountered by the teachers in the use of the healthy work-life balance strategies is moderately serious. With this, the study implies that a healthy work-life balance among teachers has a lot of implications for their well-being. This will include teaching effectiveness and student outcomes. For the overall implications, these will include personal, professional and student benefits. Examples for these are for personal benefits include reduced stress and burnout, improved physical and mental health, and increased job satisfaction. For professional benefits, improved teaching effectiveness, increased productivity and better relationships with students and colleagues. And finally for students' benefits, improved student outcomes, positive role modelling and increased student engagement. This means that prioritizing a healthy work-life balance, the teachers,

schools and students alike can reap numerous benefits that extend beyond the classroom.

4. Conclusion

The following conclusions were drawn from the findings of the study:

1. Teachers are able to apply the strategies of a healthy work-life balance to maintain their physical, emotional, and mental well-being.
2. Moreover, teachers recognize the importance of the strategies to maintain a healthy work-life balance. They select a strategy depending on the circumstances, job requirements, and personal preferences.
3. Teachers likewise intermittently experience problems on how to maintain a healthy work-life balance due to salary deficiency, high work load and job demands and poor planning.

5. Recommendations

The following are the recommendations in view of the findings:

1. Accordingly, teachers should continue to use the strategies which are beneficial for them to balance their healthy work-life.
2. Also, teachers should carry-on to maintain a healthy work-life balance since this is one of the most important factors that may assist teachers in being more productive and effective in their profession.
3. Lastly, the administration to conduct a salary review to assess the current salary structure. Moreover, the deans/ principals to streamline workload and tasks. Evaluate the workload and tasks assigned to teachers and identify areas where tasks can be delegated to reduce the burden. And to offer training and development programs to help teachers manage and improve their teaching skills.

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