

Work-Life Balance of Public Teachers in Higher Education Institution

Christina Javier¹, And Julie D. Rosal²

Pangasinan State University, San Carlos Campus

Abstract - As a teacher, it may be extremely difficult to strike a healthy balance between professional and personal life. It is quite difficult for a teacher to fulfill responsibilities without putting in additional hours. Maintaining a healthy work-life balance is one of the most important factors that may assist instructors in being more productive and efficient in their profession. The authors of this research explored the work-life balance of educators working in higher education institutions, namely public school instructors. The conclusion that the designation of the instructors, their form of appointment, the academic stream in which they are teaching, and the character of the institution in which they are serving all impact the quality of work life balance that individuals experience led to the creation of the research. According to the findings, the majority of the educators have an inadequate balance between their personal lives and their professional lives. The findings of the study will be significant for those responsible for formulating policies and administration at schools.

Keywords – Work-Life Balance, Public Teachers, Higher Education

INTRODUCTION

The goal and vision of a Higher Education Institution (HEI) are depending on the competence and competency of the professors. Colleges and universities, as institutions of higher learning, are required not only to educate (instruction), but also to develop knowledge (research) and use the fruits of the intellect to benefit the wider society (extension).

Today's teachers have numerous conflicting responsibilities, including employment, children, domestic chores, volunteering, spousal and elderly family member care. These obligations, without a doubt, inflict stress on them and create work-life conflict, which affects themselves, their colleagues and educational authorities, and even the community. While many instructors in the millennial generation work long hours, older teachers are also working longer hours than in the past and need various work schedules to meet their lifestyle requirements. Unfortunately, having a demanding job that requires long hours and high levels of stress makes it difficult for teachers to balance their personal and professional lives. Therefore, it is vital for educators to recognize the value of a healthy work-life balance.

For teachers to be productive, which results in higher student learning, there has to be a healthy work-life balance. It enhances both the institution's and the student's overall welfare. Work-life balance not only

makes a job seem more satisfying, but it also encourages instructors to stay in educational institutions longer. (Laksmi and Kumar, 2011). According to Perry (1997), because there isn't a distinct line separating work and personal life, teachers face difficulties attempting to strike a balance between the two throughout their careers. In fact, there has been a rise in academic pressures during the last few decades. Employers are compelled to create strategies that might entice and keep groups of individuals who would have previously left the company in a competitive labor market with a skills gap. (Mukururi and Ngari, 2014).

In Kenya, many firms in Kenya lack policies that promote the well-being of their employees outside of the job, according to a 2012 Strathmore Business School research (Odisa et al., 2021). According to a survey by Jobstreet's Laws of Attraction, more than 7,000 people in Singapore discovered that after compensation and pay, work-life balance is a crucial factor in choosing a job. Furthermore, the study reveals that work-life balance is the most important motivator in the education industry. Employees in Singapore's education sector work some of the longest hours of any industry, averaging 46 hours a week, 18 of which are spent teaching and the rest on administrative tasks

(Balancing Act: Work-Life Balance Insights for Hiring Talent in Singapore, n.d). This is much more than the 39 hours per week worked by teachers in other nations (Mokhtar, 2019).

Teachers continue to work some of the longest hours in Europe, which is obviously connected to a severe workload of lesson preparation and marking, resulting in low levels of well-being. The Hays Wellbeing in Education Report, according to a poll of 780 respondents, over half (46%) of employees rate their work-life balance as poor or extremely poor. However, just roughly a quarter (26 percent) of executives say their employees have a poor work-life balance. The survey also found that individuals who are new to the profession, as those who have worked in education for 1-3 years, reported a lower work-life balance than those with 4-7 years of experience. Sixty-four percent of those new to the field assessed their work-life balance as bad or extremely poor (39 percent rated as poor or very poor). More over half (52%) of people with 8+ years of experience in the field awarded this rating to their work-life balance (FE News Editor, 2020).

Over a thousand working professionals in Singapore, Malaysia, and the Philippines participated in a study conducted by Monster.com in Southeast Asia to determine the most important factors of work-life balance. According to the findings of the survey, just 41% of Filipino professionals describe themselves as being "content" with the way their personal and work life are balanced. Although nearly one-third of working professionals in the Philippines (28 percent) said they would like more opportunities to spend time with their friends and family, the majority (65 percent) of these individuals reported that they are generally satisfied with the work-life balance that they currently have. Across all three countries, roughly half of the respondents ranked their current overall work-life balance as "average but could have more balance." More than eighty percent of respondents said that a healthy work-life balance might improve productivity and have a beneficial influence on the organization (Tan, 2021).

Despite the many studies that have been undertaken on the topic of work-life balance, there is still a lack of information addressing the working conditions of teachers at public higher education

institutions. There is no question that everyone's life revolve on their work, but there is always a need to strike a balance between their professional and personal responsibilities. Perfect harmony between work and life dimension is a prime issue for teachers to be more efficient, productive, fruitful, effective and successful. Teachers struggle to maintain smooth, satisfying and healthy quality work-life balance. The result of the study would be helpful to educational planners and policy makers in providing effective work-life strategies for teachers especially in public Higher Educational Institution. Hence, it is worthwhile to conduct the study.

OBJECTIVES OF THE STUDY

This study aimed to assess the work-life balance of school teachers in public Higher Education Institutions (HEI).

Specifically, the study sought answers to the following:

1. Determine the profile of the teachers in terms of the following:
 - a. Age
 - b. Gender
 - c. Years in service
 - d. Designation
 - e. Department
2. Assess the work-life balance of school teachers in public Higher Education institutions in terms of:
 - a. Personal
 - b. Time
 - c. Leisure
 - d. Stress
3. What are the commonly encountered in sustaining work-life balance
4. Is there a significant relationship between the profile of the teachers?

MATERIALS AND METHOD

To investigate one or more factors, descriptive research can be very appropriate. Thus, a descriptive-quantitative method was used to explore the work-life balance of teachers in public Higher Education Institutions.

The study made use of a survey questionnaire in order to meet the objectives of the study. The survey was self-made and validated by academicians and industry experts from the human resource

development and management sector. The first part of the questionnaire solicited the profiles of the respondents. The second part of the questionnaire solicited details on the work-life balance of the respondents, and the third part solicited the common problems in sustaining work-life balance.

The study included teachers in public Higher Education institutions in Region 1. This study included permanent teachers with and without designations.

RESULTS AND DISCUSSION

The profile of the respondents is presented in Table 1 using counts and percentage analysis.

Table 1:
Profile of the Respondents
n = 500

Variables	Categories	Frequency	Percentage
Age	21-30 years old	42	8.40
	31-40 years old	254	50.80
	41-50 years old	147	29.40
	51-60 years old	45	9.00
	61 years old and above	12	2.40
Sex	Male	154	30.80
	Female	346	69.20
Years in Service	1-10 years	128	25.60
	11-20 years	162	32.40
	21-30 years	132	26.40
	31-40 years	78	15.60
Designation	Plain Faculty	435	87.00
	With Designation	65	13.00

The data shows that out of 500 respondents, there are 254 (50.80%) respondents who are 31-40 years old, and 147 (29.40%) respondents who are 41-50 years old. There are also 45 (9%) respondents who are 51-60 years old, 42 (8.40%) respondents who are 21-30 years old, and 12 (2.40%) respondents who are 61 years old and above. This means that out of 500 surveyed respondents, most of them are 31-40 years old.

In terms of sex, the findings show that there are 154 (30.80%) male respondents and 346 (69.20%) female respondents. This means that majority of the respondents are female.

Further, in terms of years in the service, the data also shows there are 128 (25.60%) respondents who have 1-10 years, 162 (32.40%) respondents have

11-20 years, 132 (26.40%) respondents have 21-30 years, and 78 (15.60%) respondents have 31-40 years in service. This means that most of the respondents are already 11-20 years in the service.

In terms of designation, the data also shows that 435 (87%) respondents are plain faculty while there are 65 (13%) respondents with designation. This implies that majority of the surveyed respondents are plain faculty, they have no other designations.

As to the assessment of work-life balance of the respondents in terms of personal, time, leisure and stress factors in presented in the Table 2-5 using counts and percentage analysis, and weighted mean.

Table 2:
Assessment of Work-Life Balance
n = 500

Personal	Weighted Mean	Descriptive Equivalent
1. I miss personal matters due to work	4.24	Always
2. I miss family events due to work	4.22	Always
3. I miss a medical check-up due to work	4.21	Always
4. I miss attending to family concerns due to work	4.24	Always
5. I miss my responsibilities at home due to work	4.22	Always
Mean	4.23	Always

The findings show in Table 2 that in terms of personal aspects, work and life balance of the respondents have a weighted mean of 4.23 with descriptive equivalent of "Always". This implies that the respondents have no work-life balance in terms of personal aspects. The data further reveal that majority of the respondents responded "Always" on all the indicators, which means that they have no work-life balance as they miss personal matters (4.24), family events (4.22), medical check-up (4.21), attending to family concerns (4.24), and responsibilities at home due to work (4.22) Hammig & Bauer (2009) that significant number of employees encountered major challenges in combining work and their personal life. They also stressed that the work and life imbalanced experience by the employees is a risk factor for their health, particularly for the mental health.

Table 3:
Assessment of Work-Life Balance
n = 500

Time	WM	DE
1. I tend to work longer hours	4.22	Always
2. I work even on weekends	4.25	Always
3. I tend to consider the next day's task, even if the day's work hasn't ended yet.	4.24	Always
4. I tend to check on my emails and text messages for appointments or work for the next day.	4.22	Always
5. If I had extra time, I tend to spend it working	4.21	Always
Mean	4.23	Always

In terms of time factor, the work-life balance assessment of the respondents has a mean of 4.23 with descriptive equivalent "Always". This findings also implies that majority of the respondents have no work-life balance. Specifically, majority of the respondents responded "Always" on all the indicators which means that they have no work-life balance as they tend to work for longer hours (4.22), work even on weekends (4.25), tend to consider the next day's task, even if the day's work hasn't ended yet (4.24), tend to check on emails and text messages for appointments or work for the next day (4.22), and tend to spend extra time working (4.21).

These findings are in accordance with the findings of Gold & Mustafa (2013) in their study where they found out that workers are working for irregular hours although not for longer times. They found out that the respondents continuously think of their job even the future projects which consequently affect their work and home boundaries.

Table 4:
Assessment of Work-Life Balance
n = 500

Leisure	Weighted Mean	Descriptive Equivalent
1. I am not able to engage in physical activity	4.29	Always
2. I am not able to engage in my preferred leisure activity	4.28	Always
3. I am not able to go to the park or mall during my free time	4.25	Always
4. I am not able to pamper myself with massage during my free time	4.25	Always
5. I am not able to watch movies during my free time	4.29	Always
Mean	4.27	Always

The assessment of work-life balance of the respondents in terms of leisure has a mean of 4.27 with descriptive equivalent of "Always". This also implies that majority of them have no work-life balance. Specifically, most of them responded "Always" on all the indicators, hence they have no work-life balance as they are not able to engage in physical activity (4.29), engage in preferred leisure activity (4.28), go to the park or mall during free time (4.25), have massage during free time (4.25), and watch movies during my free time (4.29).

In the study of Kouvonen, et al (2005), they found out that there is a significant correlation between the work stress and the leisure time physical activities of the employees. This means that because of the stress they have from work, the employees tend to forgo their leisure time and hence missing physical activities. They also found that there has been a drastic decrease in the leisure physical activity of female employees especially as they grow older.

Table 5:
Assessment of Work-Life Balance
n = 500

Stress	Weighted Mean	Descriptive Equivalent
1. I feel tired every after work	4.27	Always
2. I became more sickly from work	4.21	Always
3. I experience body pains after work	4.21	Always
4. I can barely concentrate from too much work	4.25	Always
5. I have indigestion and heartburn	4.21	Always
Mean	4.23	Always
Overall Mean	4.24	Always

In terms of stress, the respondents' assessment of work-life balance has a mean of 4.23 with a descriptive equivalent of "Always". This means that majority of the respondents have no work-life balance based on all the indicators. The data also show that the majority of them responded "Always" which means that they feel tired after work (4.27), became more sickly from work (4.21), experience body pains after work (4.21), barely concentrate from too much work (4.25), and have indigestion and heartburn (4.21).

In the study conducted by Bell et al. (2012), they discussed that work stress perceived by

employees has a significant association with poorer work and life balance. They also argued that these stress from work are significant predictor of work-life conflict and personal lives.

The data on Table 5 also shows that the overall assessment of work-life balance of the respondents has a mean of 4.24. This implies that they respondents have no work-life balance. Irawanto et al (2021) found out that work-life balance along with work stress have significant effect on the job performance and satisfaction of the employees.

The problems encountered by the respondents are presented in the Table 6 using counts and percentage analysis. These are further arranged based on ranking.

Table 6
Problems Encountered by the Respondents
n = 500

Problems Encountered	Frequency	Percentage	Rank
a. There are too many deadlines to meet	500	100.00%	1
b. School activities are overlapping	349	69.80%	4
c. School officials are very demanding at work	476	95.20%	3
d. The school lacks facilities and equipment for me to accomplish my task at a given time	276	55.20%	5
e. There is no available data or information for me to work on, causing me more time to recover and retrieve these data and information	487	97.40%	2

The findings in Table 6 show that 100% of the respondents encountered problem about too many deadlines to meet. It is also shown that out of 500 respondents, there are 487 (97.40%) respondents who encountered the problem "There is no available data or information for me to work on causing me more time to recover and to retrieve these data and information". There are also 476 (95.20%) respondents who encountered problem "School officials are very demanding at work". Likewise, there are 349 (69.80%) respondents who encountered "School activities are overlapping", and 276 (55.20%) respondents who encountered "school lacks facilities and equipment for me to accomplish my task at a given time".

The same findings were found out by Noronha & Aithal (2020) that employees in the higher education sector moderately encountered challenges that affect their work-life balance, especially those that

are individual or personal factors. They also discussed that these personal challenges and work-life balance have significant association with each other.

CONCLUSIONS AND RECOMMENDATIONS

It is generally established that maintaining a healthy work-life balance is not only important for health and relationships, but it can also improve your employee's productivity, and ultimately performance. The study revealed that teachers most public school teacher in Higher Education Institution has disproportioned balance between work and life. In the academe work-life balance is important because it helps teachers to become effective and efficient at work. It has also been found that the common cause affecting the quality of work life balance of teachers is having so many deadlines

Hence policy makers, educational institutions and the teachers themselves need to take care of this aspect very carefully so that the output of the system adds to the quality of total system and the society.

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