

DIMENSIONS OF TEACHERS' WORK-LIFE BALANCE AND SCHOOL COMMITMENT: BASIS FOR POLICY REVIEW

AMELINDA D. MARMOL

<https://orcid.org/000-001-9207-1591>

amie_marmol@yahoo.com

Bagong Silang High School

Caloocan City, Metro Manila, Philippines

ABSTRACT

*This study aimed to ascertain the perception of teachers on the level of their work-life balance and school commitment and its relationship to one another, which serves as the basis for a policy review. Data was gathered using the researcher-made survey questionnaire on work-life balance and adapted/modified questionnaire from A Three Component Organizational Commitment Questionnaire of Allen and Meyer (1990/1997) on school commitment to 128 teachers of School Divisions of Caloocan, Malabon, Navotas, and Valenzuela. Statistical treatment such as weighted mean, frequency, and Pearson *r* was employed. Results show that teachers' perception level on their work-life balance and school commitment is moderate in different dimensions and no significant relationship exists between the two variables. Teachers' salary, medical assistance, hospitalization, and retirement age posted the first three highest in rank for a policy review.*

Keywords: Work-Life Balance School Commitment Policy Review Descriptive-correlational design, Philippines

INTRODUCTION

In this world, balance is an essential requirement to have an enjoyable, successful and stress-free life. This balance is an important element in the life of a teacher which is one of the most stressful, demanding and challenging careers in any country. A teacher must have the ability to control, negotiate and respond to problems exemplarily. Teachers' work-life balance refers to their achievement of an optimum balance between their personal and professional life. According to Mingao (2012) in her study "Filipino Teachers' Stress Levels and Coping Strategies" stated that most of the time, stress-related incidents make some teachers emotionally drained, burned out, overworked and underpaid, and worst of all, sick and tired. There are times when some feel alienated from their school or their own families because too much stress leads to poor physical and mental state, therefore affecting their relationships with people and their performances inside and outside the

classroom. On the other hand, Meniano (2018), stated that some teachers committed suicide because of problems on lesson plans and required papers works such in the case of a multi-grade level teacher from Leyte. Likewise, to Punia and Kamboj (2013) work-life imbalance occurs when there is a lack of balance between the domains work and personal life. They explained that work-life balance means giving priority in terms of time, attention, physical and emotional demands of career and professional goal(work), health, personal well-being, pleasure, family, friends and spiritual attributes (life). It is a level wherein a teacher can balance the different domains of work and life at the same time. Organizational commitment referred to as an attitude of a teacher with a good sense of his/her self-worth, intertwines with work-life balance. This maintains a social status that harmonizes with his/her surroundings in the school organization. Some organizations try to improve



employees' commitment to promote stability and lessen work turnover. One salient point of the study is the perception of teachers with regards to work-related, family and personal well-being related variables affecting a teacher. On "Driven towards a middle-ground: Passion and work-life balance among Filipino professionals"; noteworthy research by Addagabottu & Battu (2015), stated that there are dimensions that influence work-life balance; this includes; socio-economic or demographic variables (age, educational qualifications, marital status, monthly income, nature of the family, designation, spouse employment, number of earning members in the family); work-related variables (effectiveness, efficiency, workloads, amount of responsibility, working conditions, scope for improvement, importance of decision making, work targets); family-life related variables (family relationships and support, family problems, workloads, welfare, support and issues of family members, sources of income, children's career, spouse relationship). Over the years, employers, politicians, academicians, and media give remarkable attention to work-life balance issues. Senate Bill No.1222 also known as "An Act Lowering the Optional Retirement Age of Public School Teachers from 60 years old to 55 years old amending for the purpose Section 13-A of Republic Act 8291" is one of the several work-life balance policies promulgate for teachers. It is a bill which aims to lower the compulsory and optional retirement age of public-school teachers. Senator Joel Villanueva, the author of the bill, stated that since teaching is a mentally, psychologically and physically rigorous and demanding occupation, the proposed bill may help the teachers in enjoying their lives earlier or engage in small-scale personal business. In reality, teachers work more than eight hours a day and sometimes during holidays and weekends; sacrificing their family, health and personal domains. Most often, teachers also perform non-teaching tasks during elections, government out-reach activities and celebrations. The scenarios mentioned above lead to imbalance, strain, and stress in these two different worlds. Moreover, the Department of Education policies on the working hours of the

teacher is reviewed to give light to the core of the study. Among such as stated in Department Order No 16, s. 2009; Addendum to DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers which stipulates that the 6 hours of actual classroom teaching shall cover the full teaching load as indicated in the class program. Advisor ship, as well as other special assignments for the entire school year combined, is also considered as one teaching load (D.M. No. 291, s. 2008). The Magna Carta for Public School Teachers (R.A 4670) likewise provides some policies for teachers' welfare. *Section 22* states that compulsory medical examination shall be provided *free of charge* for all teachers upon deployment and shall be repeated during the professional life as a public servant. In case a medical treatment or hospitalization is necessary, the same shall be provided free by DepEd paying the salary of teachers. At present, several lawmakers have asked Congress to review the 48-year-old law to determine if it is still adequate to meet the immediate concerns of teachers or if the policies are implemented to ensure and protect the rights and benefits of the educators. On the other hand, according to Meyer & Allen (2004) Three-Component Model Survey of Commitment, it has three forms namely; affective or desire-based, normative or obligation-based and continuance or cost-based. Affective commitment refers to teachers' devotion to school because of emotional attachment. Continuance commitment refers to their commitment because of the salary, fringe benefit and remunerations offered by the organization. It is the belief that leaving the school would be costly. Normative commitment means teachers feel obligated to the school or believe that staying is the right thing to do. There are several areas which have to be explored in different contexts of work-life balance dimensions for the organization as well as for the individual. The issues discussed above point out that there is a need to explore the teachers' perceptions on work-life balance on the work-related, family/life and related personal variables. This study also probed the relationship between work-life balance and teachers'

commitment. Hence, the mentioned premises inspired the researchers to investigate the perceptions of teachers in these dimensions as well as to review the existing policies, memorandum, orders and laws on teachers' welfare and well-being.

CONCEPTUAL FRAMEWORK

The conceptual model anchored on Work-Family Border Theory of Sue Campbell Clark (2000) emphasizes that work-family constitutes two different domains which are related and influence one another. Moreover, this research also ascertains itself on the Three-Component Model of organizational commitment of Meyer & Allen (1991/1997). The paradigm consists of frame 1 contains the independent variables on perception level of work-life balance of teachers (effectiveness and efficiency at work/home, personal/self-care being, family relationship, and support and health and wellness initiatives). Frame 2 presents teachers' perception of school commitment. The last frame shows the recommended policies to be reviewed to improve the WLB and TSC. These are used to identify the perceptions of teachers on these two dimensions as well as their relationship and differences.

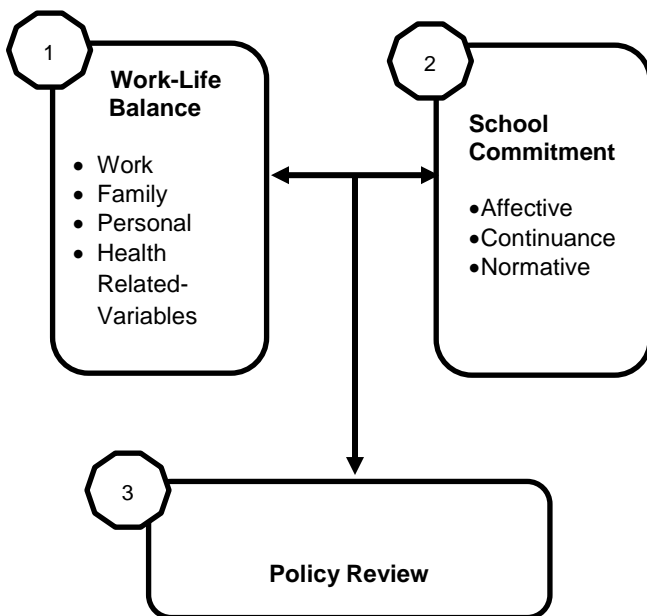


Figure 1. Research Paradigm

OBJECTIVES OF THE STUDY

Specific aims included in the conduct of the study are the following: (1) To determine the perception of teachers on the level of their work-life in terms of efficiency and effectiveness at work, workloads, personal/self-care being, family relationship and support, health and wellness initiatives. (2) To assess teachers' perception of their school commitment in terms of affective, continuance and normative types. (3) To know the significant relationship between the two variables. (4) To utilize the findings of the study for a policy review.

METHODOLOGY

The study is descriptive-correlational design gathered from 128 secondary teachers of public schools in the division of CAMANAVA. It utilized two-stage sampling technique; (1) purposive sampling for the selection of schools' P IV (large category level) and cluster-random sampling technique for teacher-respondents. In this method, the total population of teachers in each school divides into per grade levels (7-10) and subject areas (*clusters of the population*). Data elicited from 32 teachers per division through simple random selection. A self-designed questionnaire-checklist used which comprised the following parts: Part 1 covers the level of perception of teachers on their work-life balance. Part 2 includes the perception of teachers on their school commitment modified and adapted from Three-Component Organizational Commitment of Natalie Allen and John Meyer. Part 3 covers the policies and laws to be reviewed associated in teachers' welfare. The data gathered from the questionnaire were tallied, tabulated and analyzed using the statistical treatment such as percentage, weighted mean and Pearson- r.

RESULTS AND DISCUSSION

1. Teachers' level of perception of their work-life balance



Table 1. Teachers' Level of Perception on Work-life Balance

1.1. Efficiency and Effectiveness at Work	Weighted Mean (W _x)	Descriptive Rating
1. I believe I am an effective teacher even I am stressed	4.08	High
2. I am happy with the quality of my work output or accomplished tasks	3.82	High
3. I accomplish and submit the required documents with the least possible resources and effort.	3.80	High
4. My job is burdensome for me as it leads to a stressful living	2.59	Moderate
5. My principal and head teachers are unhappy about my job performance when I failed to achieve job objectives.	2.41	Slightly Moderate
Ave. 3.34		Moderate
1.2. Workloads		
1. I feel more respected because of my responsibilities in job/at work	3.66	High
2. Generally, I prepare work schedule to fulfill both my personal and family commitment	3.59	High
3. I feel I have more to do than I can handle comfortably	3.39	Moderate
4. My teaching loads keep me away from my family too much	3.00	Moderate
5. My responsibility at work causes tension/conflict.	2.81	Moderate
Ave. 3.29		Moderate
1.3 Personal and Self-Care Being		
1. I can balance my work with my leisure and hobbies /other responsibilities	3.32	Moderate
2. I can sit down and relax quite easily	3.10	Moderate
3. I do take special initiatives to manage my diet	2.80	Moderate
4. I don't have time to go out/bond with my friends or co-teacher	2.76	Moderate
5. My responsibility at work causes tension/conflict.	2.81	Moderate
Ave. 2.97		Moderate
1.4 Family Relationship and Support		
1. I always have time to help and support each member of my family	3.58	High
2. I have to change plans at home most of the time	2.88	Moderate
3. I receive no complaints or grievances from my spouse about what I am supposed to do at home	2.86	Moderate
4. My job prevents me from attending appointments and special events at home	2.73	Moderate
5. I miss quality time with my family/relatives because of pressure at work	2.65	Moderate
Ave. 2.94		Moderate
1.5 Health and Wellness Initiatives		
1. I have adequate sleep a day/getting the right amount of sleep	2.76	Moderate
2. I have ailments like hypertension, diabetes, head ache, migraine, arthritis	2.61	Moderate
3. I am easily depressed or experienced anxiety in some unfavorable conditions	2.43	Slightly Moderate
4. I experience having dizziness or blackouts	2.36	Slightly Moderate
5. I regularly exercise and engage in physical activities like biking, jogging, walking, hiking etc.	2.28	Slightly Moderate
Ave. 2.49		Slightly Moderate

5.1 In terms of Efficiency and Effectiveness at Work

The highest weighted mean is 4.08 to the item “I am an effective teacher” secondly is the item “I am happy and satisfied with my work output or accomplished tasks” with the weighted mean of 3.82. As revealed by the study, the teachers have High Perception on the level of their work-life balance. However, aspects of perception on the job as burdensome and relationship to superior (principal and department heads) obtained a weighted mean of 2.59 with descriptive rating moderate perception on WLB. The item “My principal and head teachers are unhappy about my job performance when I failed to achieve job objectives” have a descriptive rating of Slight Perception. Teachers feel that they are effective and efficient in tasks assigned to them as a subject teacher or class adviser but perceived that their superiors do not appreciate or dissatisfied with their accomplishment. Failure to recognize teachers’ achievement, lack of motivation, appreciation, and praises from their principal/heads are the factors which may cause them to have a moderate to a slight level of perception. Similar results in the study of Addagabottu & Battu (2015) also show that low efficiency exists when it is imbalanced between the 2 domains.

5.2 In terms of Workloads

The table showed that teachers perceived these areas profoundly. However, they only have a moderate perception of items such as “I feel I have more to do than I can handle comfortably” with a weighted mean of 3.39 and a descriptive rating of moderate perception. The item my teaching loads keep me away from my family too much with a weighted mean of 3.00 has a descriptive rating of moderate perception. Likewise, Addagabottu also found that the primary reason for work imbalance occurs when there is a conflict like job and work pressure.

5.3 In terms of Personal and Self- Care Being

The study revealed that teachers have a moderate perception with an overall weighted mean of 2.97. The item, “can sit down and relax quite easily had a computed value of 3.10. with descriptive rating of moderate. While “don’t have time to go out or bond with friends or co-teachers” and “can balance work with leisure and hobbies” had a computed mean 2.76 and 3.32. All means has a descriptive value of Moderate perception. The average weighted mean was 2.97 perceived to be moderate. This may imply that though teachers are immersed in their job, they can separate and make differences between the 2 spheres by prioritizing their well-being.

5.4 In terms of Family Relationship and Support

It shows that weighted mean of 3.58, and 2.88 described as high and moderate perception were reflected on indicators such as to “always have time to help and support family members” and “I have to change plans at home most of the time”. The statements “receive no complaints from spouse”, “job prevents me from attending celebrations” and “miss spending time with family because of work” had a computed value of 2.86, 2.73 and 2.65. Consequently, teachers have Moderate Perception in all the five indicators has evidenced by the overall weighted mean of 2.94. Bhandari & Soni (2015) also implied that it is a challenge when an individual can manage his/her work-related activities vis- à-vis his/her family responsibilities. This implicates that the teachers are aware of their roles and responsibilities in helping and supporting the family; thus, allotting time for them is also one of their priority.

5.5 In terms of Health and Wellness Initiatives

The teachers have a Slight perception with an overall weighted mean of 2.49; these imply that teachers give little attention to this domain. Slight awareness and priority were given to this item as one crosses from work and the home border of life. Based on the study of Mingao (2017), teachers should be aware of the varied



factors that may cause strain and stress that may lead to sickness or poor health.

2. Teachers’ perception on their school commitment

Table 2. Distribution of Teachers’ School Commitment in CAMANAVA

A. AFFECTIVE SUBSCALE	Weighted Mean	Verbal Interpretation
1. I would be very happy to spend the rest of my career with this school	3.42	Moderate Commitment
2. I enjoy discussing my school with people outside it	3.40	Moderate Commitment
3. I do not feel like “part of the family” at my school	2.28	Low Commitment
	Ave. 3.03	Moderate Commitment
B. CONTINUANCE SUBSCALE		
4. Right now, staying with my school is a matter of necessity as much as desire	3.16	Moderate Commitment
5. It would be very hard for me to leave my school right now, even if I wanted to	3.15	Moderate Commitment
6. I am not afraid of what might happen if I quit my job without having another one another	2.60	Moderate Commitment
	Ave. 2.97	Moderate Commitment
C. NORMATIVE SUBSCALE		
7. One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore feel a moral obligation to remain	3.45	Moderate Commitment
8. I do not believe that a person must always be loyal to his/her school	2.78	Moderate Commitment
9. Jumping from school to school does not seem at all unethical to me	2.73	Moderate Commitment
10. Too much in my life would be disrupted if I decided I wanted to leave my school now	2.65	Moderate Commitment
	Ave. 2.90	Moderate Commitment

2.1 Affective Commitment

Teacher themselves have the following assessment, In the items “I would be very happy to spend the rest of my career in this school” and “I enjoy discussing my school with people outside it”, had the following weighted means of 3.42 and 3.40 respectively with a descriptive value of moderate commitment. While the lowest weighted mean is 2.28 in item no. 3, I do not feel like “part of the family” at my school with a descriptive value of low commitment; overall weighted mean of 3.03 shows a moderate commitment to their school. This also signifies that they are involved fortunately to the school’s activities with a moderate sense of belongingness in supporting the goals of their school. They are happy and satisfied despite work or family conflict; however, the personal meaning of attachment and belongingness is not that evident.

2.2 Continuance Commitment

The following indicators were “I am not afraid of quitting my job even without another” and “It would be very hard for me to leave my school right now, even if I wanted to” had the weighted means of 2.60 and 3.15. The indicator “Right now, staying with my school is a necessity as much as desire” posted a weighted mean value of 3.16 respectively, and all were described to be of moderate commitment. The average weighted mean was 2.97 with descriptive rating of moderate commitment. This indicates that the need to stay with their school somehow related to fear of losing ones’ salary, remunerations, benefits and maybe lack of work alternatives.

2.3 Normative Commitment

The computed weighted means show the values of 3.45 and 2.78 for indicators “I believe that loyalty is important and I have a moral obligation to remain in this school” and “I do not believe that a person must always be loyal to his/her school”. On the other hand, indicators like “Jumping from school to another does not seem unethical to me and “Too much in my life would be disrupted if I leave my school now” posted a weighted means of 2.73 and 2.65. All the values reflect a moderate commitment. The average



weighted mean was 2.90 described to be of moderate commitment. These suggest that teachers' commitment in the level of emotional attachment, adherence to school vision-mission, involvement in organizational activities with a sense of belongingness and community is just in

moderate level. A feeling of “part of the family” is not that high. Similar findings of Nart & Batur (2013) showed that WFC and job stress has little effect on continuance and normative commitment.

3. Relationship in the Work-Life Balance and School Commitment of Public Secondary School Teachers

Table 3: Perception on Relationship in WLB and TSC

Perception on Relationship in WLB & TSC	Critical Value at 0.05 level of Significance	r- values	Interpretation	Decision
Affective	+/- 0.349 df =30	0.30	Low positive Correlation	Accept Ho
Continuance	+/- 0.349 df =30	0.36	Low positive Correlation	Reject Ho
Normative	+/- 0.349 df =30	0.23	Low positive Correlation	Accept Ho
$r_{xy} = 0.2967$			Low Positive Correlation	Accept Ho = there is no significant relationship

The data gathered on the overall relationship in the work-life balance and school commitment of public secondary teachers reflect that the Pearson value (r-value) computed for Affective commitment was 0.30, interpreted to be of low positive correlation. The computed value is less than the tabular value of 0.349 at 0.05 level of significance with a 30 degree of freedom and thus accepts the null hypothesis. Result revealed that teachers affective committed to their school indicate no significant relation to their work-life balance as they want to stay at their work. They typically identify with their school objectives, feel that they “fit into the family” and are attached or contented with their work. Teachers who are affectively committed feel important, act as representative or promoter and eventually becomes an asset to the school. The Continuance commitment posted an r- the value of 0.36 and interpreted as low positive correlation and which is higher than the tabular value of 0.349, thus reject the null hypothesis. This reflects a relationship in the continuance commitment and work-life balance aspect.

Continuance commitment relates to salary and fringe benefits; teachers feel that they need to stay for the reason for the financial need to support their family. Possible reasons for needing to stay with organizations vary, but the main reasons relate to the cost and benefit factors. The Normative commitment the computed r- value was 0.23 also of low positive correlation is less than the tabular value of 0.349 wherein there is no significant relation. Teachers exhibit loyalty and devotion to their school. Generally, they feel that leaving the school would have an undesirable consequence and feel a sense of guilt about the possibility of leaving. Teachers' may think that in leaving the school they would create a space/gap in knowledge and skills which would eventually increase the pressure on their colleagues. Such feelings can and do negatively influence the performance of teachers working in organizations. This also implied that they have high regard to their work even though at times they are not satisfied with certain circumstances. Considerably, the over-all Pearson – r value computed was 0.2967 which is of low positive



correlation is less than the tabular value of 0.349. This suggests that a weak relationship exists between the two variables as reflected on their perception. They can control and shape the borders between the 2 domains through management, negotiation, and flexibility. It is somehow evidence of work/family border theory which makes an individual a unique border-crosser (Thakur and Basu, 2017).

4. Policies to be reviewed for strengthening the results of the study

Table 4. Ranking of Policies to be reviewed

Policy Review	CA	MA	NA	VA
1. Teacher's Salary/Take Home pay	1	3	1	1
2. Free Medical Examination and Treatment	2	1	2	2
3. Retirement Age	3	4	4	3
4. Improved Cost of Living Allowance	4	2	3	6.5
5. Teaching Hours/Assignment/ Workloads	9.5	5	5	4
6. Anti - Discrimination	5	7	10	6.5
7. Academic Freedom	7.5	10	6	8
8. Extended Maternity /Paternity Leave	10	6	8	11
9. Allocation/Deployment of Teaching, Teaching Related and Non- Teaching position	6	12	12	5
10. Compensation for Injuries	9.5	8	9	12
11. Transfer of Teachers /Place of Work	7.5	9	11	9
12. Study Leave & Academic Scholarship/ Allowance	11	11	7	10

CA – Caloocan MA – Malabon NA – Navotas
VA – Valenzuela

As gleaned from the table, highest in rank is the policy for teachers' salary and take-home pay, 2nd is free medical examination and treatment /hospitalization and 3rd in rank is the retirement age for teachers. The improved cost of living allowance and teaching hours and workloads garnered the 4th and 5th rank. While anti-discrimination and academic freedom both

have the 6th and 7th rank respectively. Extended maternity/paternity leave and allocation/deployment of teaching and non-teaching position both have the same rank which is 8th. Rank 10 is the policy on compensation for injuries while rank 11 is the transfer of teacher or place of work. Last in rank (12th) is the study leave/ academic scholarship and allowance. The salary and take-home pay policy obtained the highest ranking, which implies that teachers want the policymakers to assess the content of Magna Carta section 15 on criteria for the salary of teachers which correspond to abilities, qualifications, and standards. Also, Executive Order No 201 s.2016 elaborately discussed the modification in the salary schedule for civilian government personnel and additional benefits for both civilian and military and government workers including public school teachers. Moreover, a review/ assessment on medical benefits such as medical examination and hospitalization of section 22 of Magna Carta should undertake. According to Teacher's Dignity Coalition national chairperson Mr. Benjo Basa, teachers need financial assistance in their medical treatment such as chemotherapy, hemodialysis or operations due to work-related conditions. Also, respondent feels the need to prioritize a review on Retirement age which indicates that when an employee has reached a certain age or completed some years of service in the government, his/her employment terminates and shall be given due benefits. Labor Code (Art. 287), Civil Service Commission (CSC) Memorandum Circular No. 27 Oct 8, 2001, and Republic Act 8291 (GSIS Act of 1997) section 13 are the policies for retirement age and tackle the retirement benefits of the government employee.

CONCLUSIONS

Based on the foregoing salient findings, the following conclusions were drawn:

1. Teachers have moderate perception level in their work-life balance in all five indicators namely: efficiency and effectiveness at work, workloads, self/personal care being, family,



- relationship and supports and health/wellness initiatives.
2. Teachers have a moderate perception in all three indicators of commitment; affective, continuance and normative types. Teachers' level of commitment is neither high nor low in their emotional attachment to the school, the benefits and economic costs involved, moral responsibility and sense of obligation to the school.
 3. There is a low positive relationship between the level of perception on work-life balance and school commitment of the respondents in terms of affective and normative commitment. Also, continuance commitment obtained a value which is only a bit higher than critical value posted as low significant correlation.
 4. Teachers perceived that by reviewing the different rights, privileges and provisions in Magna Carta for Public School Teachers as well as other executive memoranda/orders of Civil Service Commission, Department of Education and Labor it may improve their work and life domains which will lead to higher school commitment level.

RECOMMENDATIONS

The following recommendations was proposed:

1. Provide program and activities for teachers on physical health and wellness such as sports and dance to reduce work- stress and promote sound health.
2. Facilitate stress and conflict management program to novice and professionally challenged teachers to reduce stress mentally, emotionally and physically
3. Encourage teachers to reassess themselves in terms of dedication, passion, and commitment to their learners, profession and organization.
4. Assist teachers to review their needs, goals and life priorities vis-à-vis resources and income.
5. Motivate and support the teachers in their endeavor of enrolling in postgraduate programs. Apply flexible schedule and work-arrangement.

6. Propose a review of existing policies with regards to teachers' welfare and well-being.

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AUTHOR'S PROFILE

Amelinda Danus - Marmol received the Bachelor of Science major in Biology (1989) and Certificate of Professional Education in 1990 at the Philippine Normal University-Manila, Philippines. She earned her degree in Master of Arts major in Administration and Supervision from Metro



Manila College last 2010 and a candidate for graduation with the degree in Doctor of Philosophy major in Educational Management on April 2019. She passed the comprehensive written examination last May 2018 and Final oral exam last October of the same year from the University of Caloocan City. She became an Assistant Chairperson (College of Education), Science Department Head, Technical Vocational Coordinator, Guidance and Counseling Officer, college professor and junior/senior high school teacher. Currently, she works as Teacher III at Bagong Silang High School, Caloocan City. She is also a Science club adviser, research adviser (Science Investigatory Project-Junior High) and resource speaker during In-Service –Training for Teachers and Learning Action Cell.

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