

RESEARCH ARTICLE

WORK-LIFE BALANCE AND JOB SATISFACTION OF TEACHING PERSONNEL AT PAMANTASAN NG LUNGSOD NG SAN PABLO: BASIS FOR HUMAN RESOURCE PROGRAM

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ABSTRACT

The study was conducted to assess the work-life balance and job satisfaction of teaching personnel at Pamantasan ng Lungsod ng San Pablo. The study employed a quantitative descriptive correlational design to analyze 174 teaching personnel. Moreover, descriptive statistics such as frequency count and percentage are used to determine the demographic profile of the respondents and weighted mean was used to analyze the overall perception of work-life balance and job satisfaction among faculty members. Kruskal-Wallis was used to identify significant differences in work-life balance and job satisfaction. Pairwise Comparison test was used to compare a collection of choices and determine which is overall the most favored by utilizing head-to-head pairings. The relationship between work-life balance and job satisfaction were scrutinized using Spearman's rank correlation coefficient. The study shows that most of the respondents had 2-5 years of service and held a college degree, followed by master's and doctorate degrees. The study also revealed that there was no significant difference between part-time and full-time teaching personnel regarding job satisfaction. A positive correlation between work-life balance and job satisfaction among teaching personnel, suggesting that as work-life balance improves, job satisfaction tends to increase. A Human Resource Program will be made, and its goal is to establish standards for qualifying teaching personnel as faculty members in higher education institutions, emphasizing their responsibility to attend training and programs to enhance their skills.

KEYWORDS

work-life balance, job satisfaction, teaching personnel, higher education institutions, human resource, training

1. INTRODUCTION

Maintaining a healthy balance between work and personal obligations is crucial for both mental and physical health. Achieving this balance is facilitated by time management, self-care, and effective boundary-setting (Thilagavathy and Geetha, 2023). Keeping this equilibrium in education is essential for both instructional efficacy and job happiness. According to studies, educators experience widespread stress and burnout as a result of heavy workloads, long hours, and insufficient support (OECD, 2019; American Federation of Teachers, 2020; National Education Union, 2018). Similar issues are present in the Philippines, where DepEd (2021) and ACT (2022) claim high workloads, inadequate pay, and little prospects for professional advancement.

Teachers' well-being is further impacted by elements including role conflicts, a lack of resources, and personal obligations (Skaalvik and Skaalvik, 2017; Klassen and Chiu, 2011). International research offers valuable insights, but a localized examination within the sociocultural framework of PLSP is required. In order to improve teacher well-being and HR policies, this study is to investigate the experiences and coping mechanisms of educators. In the end, this will strengthen higher education in the Philippines.

2. LITERATURE REVIEW

Current research emphasizes how duration of service affects tertiary educators' work-life balance and job satisfaction. According to longer tenures lead to greater job stability, autonomy, and professional

development, all of which improve job satisfaction (Gu and Day, 2020). Likewise, some researcher noted that faculty members with more years of experience create more effective work-life balancing plans (Kang and Kang, 2021). Furthermore, using Argentina and the United States as examples, the International Labour Organization emphasizes the necessity of policies that promote job security and professional growth (ILO, 2022). CHED, DBM, and ALCUCOA oversee the faculty merit systems in the Philippines, which prioritize tenure in step increments, promotions, and salary grading (DBM, 2022; ALCUCOA). Along with research, community involvement, and educational attainment, length of service continues to be a crucial component.

Moreover, some researchers discovered a favorable relationship between student performance and faculty educational attainment, highlighting the importance of academic credentials in raising the standard of education (Smith and Johnson, 2018). Promotion in tertiary education is guided by policies that consider merit, qualifications, experience, and contributions to teaching, research, and service (Kezar and Maxey, 2016). High job pressure and family obligations cause problems with work-life balance, which have a detrimental effect on productivity and well-being (Jensen and Knudsen, 2017; Jackson and Fransman, 2018). Work-life balance is influenced by elements including family support and travel time (Dumas and Perry-Smith, 2018; Groysberg and Abrahams, 2018; Denstadli et al., 2017). Employees continue to struggle with balance in spite of organizational regulations, necessitating the use of personal coping mechanisms such as emotional intelligence and mindfulness (Zheng et al., 2016; Kiburz et al., 2017). Stress is reduced and general well-being is improved when work and life are balanced.

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In addition, work-life balance and job happiness are significantly impacted by monthly income. According to a study, low pay is a major factor in teacher attrition, which is made worse by long hours and stress at work (Cowan and Goldhaber, 2018). According to a study, tenured and unionized instructors report higher levels of salary satisfaction, although satisfaction varies by region (Pham et al., 2017). In addition to improving teacher well-being, fair compensation raises student achievement. While, a group researcher listed administrative paperwork, curriculum revisions, and accountability compliance as examples of non-teaching duties for educators (Manuel et al., 2018). Teachers frequently prioritize duties like data collecting and reporting in order to manage excessive workloads (Stacey et al., 2020). According to a study, work intensification is defined within the literature as an increase in workload with the added dimension of greater time pressure in attending to tasks, triggered by the quantity and changing nature of tasks, and/or the complexity of tasks (Lawrence et al., 2021).

The measurement of work intensification within the research literature brings together the concepts of teacher workload and the experience of feeling under pressure. Studies using quantitative methodologies often utilize or adapt sets of indicators measuring these phenomena (Bostrom et al., 2020). The study of Beck, the burden of work intensification has been termed "heavy hours", characterized by "rapid professional decision-making in the midst of complexity; being pulled in multiple directions, too many to turn to in an hour; and the residue that lingers after the hour is over" (Beck, 2017). Work intensification thus invokes notions of exhausting pressure, complexity, competing priorities, and performative accountability. A performative culture that increases effort is fostered by the "datafication" of education, which quantifies success for ranking and comparison (Spicksley, 2022). Teachers are reframed as constantly watched, accountable employees rather than dependable professionals (Fitzgerald et al., 2021).

Borah, states that job satisfaction, expresses the feelings perceived by employees against their work, has both rational and emotional elements (Borah, 2019). Teacher job satisfaction can be perceived as emotional reactions they give to their jobs or teachers' role (Crisci et al., 2019). According to a study, the current educational system, teachers' job satisfaction is crucial in impacting the overall quality of education (Maqbool, 2017). According to a study, stress associated with teaching, obstacles to professional growth, and anguish all have a negative impact on teachers' job satisfaction (Admiraal, 2023). Nonetheless, in the Netherlands and Flanders, job happiness is positively impacted by a secure learning environment and general school satisfaction. Higher education levels are associated with more intellectual stimulation and professional advancement, and they have a considerable impact on job satisfaction (Hasanzadeh and Gholami, 2022; Nor Aroma et al., 2022).

Job satisfaction is also influenced by monthly income; male instructors report higher levels of satisfaction, possibly as a result of differences in compensation and opportunities for professional progression (Nor Aroma et al., 2022). Work-life balance and job happiness are further impacted by employment status. The requirement for fair treatment is underscored by the fact that non-tenure-track teachers frequently experience job

insecurity and limited possibilities for professional development (Sinval and Maroco, 2020; AAUP, 2018). One of the main indicators of job satisfaction is human resource management (HRM) practices. Some researchers make a distinction between extrinsic motivation, which is connected to outside incentives, and intrinsic motivation, which is motivated by enjoyment and personal development (Cho and Perry, 2022). Strikes and labor-related claims in private schools have escalated since 2008, interfering with instruction and indicating more serious problems. However, did not discover any meaningful connection between HRM practices and either employee performance or work happiness (Mira et al., 2019). Research on teacher work fulfillment in the Philippines has mostly concentrated on public schools and higher education, examining different HRM elements and how they affect job satisfaction in diverse settings (Ramada, 2020).

3. RESEARCH METHODOLOGY

This study used a descriptive-correlational research approach. Specifically, both male and female faculty members, regardless of employment status, including full-time (tenured) and part-time (non-tenured) instructors for the academic year 2023-2024, were included and excluded in order to increase the study's trustworthiness. To guarantee a representative sample, a straightforward random sampling procedure was applied, giving each person an equal chance of being chosen. A customized survey questionnaire, which was created based on the body of research on work-life balance and job satisfaction, was used to collect data. The survey, which was modified from Spector and the University of San Fernando's Department of Psychology, included 15 items that evaluated work-life balance and 25 items that measured job satisfaction (Spector, 2022; University of San Fernando's Department of Psychology, 1994). The sample size of 174 out of a total population of 316 faculty members was determined using Cochran's formula, integrated into the Raosoft sample size calculator.

A six-point Likert scale, with 6 denoting "strongly satisfied", 5 denoting "moderately satisfied", 4 denoting "slightly satisfied", 3 denoting "slightly dissatisfied", 2 denoting "moderately dissatisfied", and 1 denoting "strongly dissatisfied," was used to interpret the level of work life balance and the level of job satisfaction of teaching personnel at Pamantasan ng Lungsod ng San Pablo. From the compiled list of both full-time and part-time faculty members, 174 names were randomly drawn to participate in the study. The demographic profile of the respondents, based on length of service, reveals that the majority (37.9% or 66 individuals) have been teaching for two to five years, while 35.1% (61 respondents) have less than one year of experience. In terms of educational attainment, 71.8% (125 respondents) hold a college degree, 22.4% (39 respondents) have a master's degree, and the remaining individuals possess a doctoral degree. Regarding monthly income, half of the respondents (50%) earn between Php 11,000 and Php 15,000, while only 4.0% (7 individuals) report earning beyond Php 31,000. Employment status data shows that 19.0% (33 respondents) are full-time faculty members, whereas the majority, 81.0% (141 respondents), are part-time instructors.

4. RESULTS AND DISCUSSION

Table 1: Level of Work-Life Balance of Teaching Personnel at Pamantasan ng Lungsod San Pablo.

Indicators	SD	Mean	Interpretation
Working hours make my personal life easy to manage.	1.243	4.61	Moderately satisfied
My work performance does not suffer because of my personal and familial obligations.	1.193	4.85	Moderately Satisfied
My job is stable enough to sustain my lifestyle.	1.335	4.18	Slightly Satisfied
I am able to have any personal leisure time due to work.	1.231	4.32	Slightly Satisfied
My personal life does not reduce my energy for work.	1.179	4.70	Moderately Satisfied
I feel emotionally fulfilled in both my job and personal life.	1.076	4.82	Moderately Satisfied
My work does not prevents me to spend quality time with my loved ones.	1.178	4.64	Moderately Satisfied
Problems at home keep me preoccupied from my work.	1.467	4.30	Slightly Satisfied
I am able to balance my responsibilities between non-work and work domains.	1.084	4.87	Moderately Satisfied
I am able to prioritize between personal and work responsibilities.	.982	5.04	Moderately Satisfied
I enjoy my work because of my personal life.	1.147	4.89	Moderately Satisfied

Table 1 (cont): Level of Work-Life Balance of Teaching Personnel at Pamantasan ng Lungsod San Pablo.

My job contributes to my personal growth.	1.104	5.01	Moderately Satisfied
Interactions in my personal life positively affect my performance at work.	1.242	4.83	Moderately Satisfied
My personal life encourages me to work harder.	1.044	5.12	Moderately Satisfied
I maintain boundaries most especially between work and rest.	1.143	5.01	Moderately Satisfied
Composite Mean	.916	4.75	Moderately Satisfied

Table 1 shows the respondents' Level of Work-Life Balance of Teaching Personnel at Pamantasan ng Lungsod San Pablo. The table shows that 174 teaching staff reported a mean of "4.75" with the verbal interpretation of "Moderately Satisfied". The perceived work-life balance of teachers can be observed here. The relationship between personal life and professional motivation is highly individualistic, thus what inspires one person may not motivate another.

The statement "My personal life encourages me to work harder" scored 5.12, "Moderately Satisfied." This discovery emphasizes the importance of balancing personal and professional life, since success in one can benefit the other. Employees who maintain this balance are more likely to be happy and motivated. Work-life balance is influenced by personal coping techniques like stress management, mindfulness, and emotional intelligence (Zheng et al., 2016; Kiburz et al., 2017). These findings suggest that employees need help balancing work and personal life.

"My job is stable enough to sustain my lifestyle" had the lowest mean score of 4.18, indicating "Slightly Satisfied." This reflects concerns about job

security and financial stability, which are crucial to employment satisfaction. Employees who adapt and flourish may have more job stability. Compensation must be fair and competitive to increase employee engagement and corporate success. Prior research shows that fair compensation boosts job satisfaction, employee engagement, and organizational effectiveness (Saman, 2020). Reward systems and job stability can improve work-life balance and employee retention.

Pamantasan ng Lungsod San Pablo's teaching staff's job satisfaction figures reveal a mixed picture. Participants were fairly happy with an average score of 4.74, indicating a balanced perspective. A moderately satisfied workforce affects organizational dynamics including performance, employee engagement, and retention. Maintaining contentment is key to company dedication and output. It also suggests improvements to boost employee satisfaction, dedication, and organizational performance. Recognizing and addressing these complicated thoughts fosters a continuous development culture, keeping the institution appealing to faculty.

Table 2: Level of Job Satisfaction of Teaching Personnel at Pamantasan ng Lungsod ng San Pablo

Indicators	Std. Deviation	Mean	Interpretation
I feel I am being paid a fair amount for the work I do.	1.162	4.40	Slightly Satisfied
There are fair chances for promotion on my job.	1.270	4.28	Slightly Satisfied
I am satisfied with the benefits I receive.	1.296	4.25	Slightly Satisfied
When I do a good job, I receive the recognition for it that I should receive.	1.188	4.59	Moderately Satisfied
Many of our rules and procedures make doing a good job fulfilling.	1.073	4.55	Moderately Satisfied
I like the people I work with.	.846	5.20	Moderately Satisfied
I feel my job is meaningful.	.797	5.32	Moderately Satisfied
Communications seem good within this organization.	1.054	4.83	Moderately Satisfied
Raises are fair and equitable.	1.184	4.57	Moderately Satisfied
My supervisor is fair to me.	1.039	4.97	Moderately Satisfied
The benefits we receive are as good as most other organizations offer.	1.181	4.55	Moderately Satisfied
My efforts to do a good job are not blocked by red tape.	1.030	4.82	Moderately Satisfied
I find my job to be satisfying because of the competence of people I work with.	.881	4.95	Moderately Satisfied
I like doing the things I do at work.	.899	5.09	Moderately Satisfied
The goals of this organization are clear to me.	1.109	4.96	Moderately Satisfied
I feel appreciated by the organization when I think about what they pay me.	1.219	4.72	Moderately Satisfied
My supervisor shows interest in the feelings of subordinates.	1.113	4.87	Moderately Satisfied
The benefit package we have is equitable.	1.208	4.70	Moderately Satisfied
There are sufficient rewards for those who work here.	1.137	4.51	Moderately Satisfied
I have enough work to do.	1.070	4.64	Moderately Satisfied
I do know what is going on with the organization.	1.112	4.80	Moderately Satisfied
I feel a sense of pride in doing my job.	.985	4.99	Moderately Satisfied
I feel satisfied with my chances for salary increases.	1.317	4.60	Moderately Satisfied
There are benefits which we should have.	1.329	4.68	Moderately Satisfied
I feel my efforts are rewarded the way they should be.	1.307	4.61	Moderately Satisfied
Composite Mean	.842	4.74	Moderately Satisfied

With a mean score of "5.32," "I feel my job is meaningful," was the most "Moderately Satisfied." This indicates that respondents find meaning and purpose in their job, which is crucial for employee engagement and organizational goals. According to research, meaningful work makes employees more engaged and dedicated (Muliawan et al., 2017). Employee involvement increases ownership and commitment, improving performance and organizational success.

In contrast, "I am satisfied with the benefits I receive" had the lowest mean

score of "4.25," meaning "Slightly Satisfied." This implies discontent with work benefits. Pay and perks are vital to employee happiness and retention. Rewarding people and encouraging them to do well requires fair compensation (Priansah, 2016). Most statements under teaching staff job satisfaction were verbally interpreted as "Moderately Satisfied," reflecting a good view. Benefits satisfaction scored lower. Reviewing and upgrading compensation and benefits packages can boost employee happiness and engagement.

Table 3: Significant Difference in Work-Life Balance of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Length of Service

Independent-Samples Kruskal-Wallis Test Summary	
Total N	174
Test Statistic	14.052a
Degree Of Freedom	6
Asymptotic Sig.(2-sided test)	.029

When classifying Pamantasan ng Lungsod ng San Pablo teachers by service duration, table 3 shows a significant variance in work-life balance. With a test result of 14.052 and a matching p-value of 0.029, differing service lengths do affect work-life balance evaluations. This suggests that instructors' ability to manage work and life depends on their tenure at the institution. These findings affect organizational management and professional advancement. Administrators should note this link because it emphasizes the importance of personalized work-life regulations and

support mechanisms, especially for newly hired or long-term employees with specific challenges. Teachers must adopt proactive methods to manage their workload, stress, and personal obligations throughout their careers because of tenure's impact on work-life balance. By understanding and resolving these dynamics, the institution may foster a more positive and long-lasting environment that boosts teaching staff well-being and productivity.

Table 3.1: Pairwise Comparative Analysis of Work-Life Balance grouped according to Length of Service

Pairwise Comparisons of [1.Length of service]					
Sample1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
1-4	-3.155	17.970	-.176	.861	1.000
1-2	-5.430	8.938	-.608	.544	1.000
1-3	-19.177	17.169	-1.117	.264	1.000
1-6	-20.877	50.735	-.411	.681	1.000
1-7	-38.877	29.761	-1.306	.191	1.000
1-5	-41.773	12.126	-3.445	.001	.012
4-2	2.275	17.882	.127	.899	1.000
4-3	16.022	23.122	.693	.488	1.000
4-6	-17.722	53.046	-.334	.738	1.000
4-7	-35.722	33.549	-1.065	.287	1.000
4-5	-38.618	19.670	-1.963	.050	1.000
2-3	-13.747	17.077	-.805	.421	1.000
2-6	-15.447	50.704	-.305	.761	1.000
2-7	-33.447	29.708	-1.126	.260	1.000
2-5	-36.343	11.996	-3.030	.002	.051
3-6	-1.700	52.780	-.032	.974	1.000
3-7	-19.700	33.127	-.595	.552	1.000
3-5	-22.596	18.941	-1.193	.233	1.000
6-7	-18.000	58.109	-.310	.757	1.000
6-5	20.896	51.362	.407	.684	1.000
7-5	2.896	30.817	.094	.925	1.000

The post hoc table above reveals that work-life balance differences were statistically significant between ages 0–1 year and 15–20 years of service. A considerable difference in work-life balance exists between respondents with 10-14 years of service and 15-20 years. Also, those with 2-5 years of service had a statistically different work-life balance than those with 15-20 years. Table 3.1 shows that Pamantasan ng Lungsod ng San Pablo teachers' work-life balance differs by length of service, according to the Kruskal-Wallis' test. This implies that teaching staff employment tenure affects work-life balance. Post-hoc testing showed pairwise differences in work-life balance amongst respondents by length of service. Work-life balance differs among teaching staff with different degrees of expertise, as shown by statistically significant variances between length of service groups.

This supports previous research indicating demographic characteristics like length of service can influence the association between work-life

balance and job satisfaction. Many researchers found a U-shaped link between educator job satisfaction and age (proxied by duration of service) (Udriyah et al., 2019; Horani et al., 2023). This shows that job satisfaction rises initially, peaks at a given age or professional stage, and then stabilizes or declines. This U-shaped link suggests that age and experience may affect how teachers manage work and life. As teachers acquire experience and advance, their work-life balance perceptions may shift, affecting job satisfaction.

Thus, the significant disparities in work-life balance identified among teaching staff with different service periods emphasize the necessity of recognizing individual differences and career stages when addressing education work-life balance issues. Support programs and policies may need to change to meet the requirements and preferences of teachers at different career levels. This method boosts job happiness, employee well-being, and organizational effectiveness.

Table 3.2: Work-Life Balance grouped according to Educational Attainment Significant Difference in Work-Life Balance of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Educational Attainment

Independent-Samples Kruskal-Wallis Test Summary	
Total N	174
Test Statistic	2.467a,b
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.291

The results of the Kruskal-Wallis difference test are shown in Table 3.2. The test value was 2.467 with a p-value of 0.291, indicating that there is a significant difference in work-life balance among Pamantasan ng Lungsod

ng San Pablo teaching personnel when they are classified by educational attainment. It can be assumed that the educational attainment of the teaching personnel has an impact on their work-life balance

Table 3.3: Pairwise Comparative Analysis of Work-Life Balance grouped according to Educational Attainment

Pairwise Comparisons of Educational Attainment					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
1-2	-5.778	9.235	-.626	.532	1.000
1-3	-43.654	16.547	-2.638	.008	.025
2-3	-37.876	17.847	-2.122	.034	.101

Table 3.3 reveals that college and PhD degree holders had significantly different work-life balances. Master's degree holders reported a different work-life balance than PhDs. In Table 3.3, the Kruskal-Wallis difference test shows that Pamantasan ng Lungsod ng San Pablo teachers' work-life balance differs by educational attainment. This implies that teachers' education affects their work-life balance. Post hoc testing showed paired variations in work-life balance between educational attainment groups. College, master's, and doctoral degree holders had statistically significant disparities in work-life balance.

Educational attainment is a key predictor of job satisfaction among teachers, according to studies. Most of researchers found that higher

education increases teacher job satisfaction (Hasanzadeh and Gholami, 2022; Nor Aroma, Kahirul, and Nor Zorrene, 2022). Higher education offers professional progress and intellectual stimulation, and investing in teachers' academic qualifications can boost job satisfaction. Teachers need better education, according to both reports. Teacher work-life balance differences emphasize the need for customized support networks and professional development programs to address distinct issues. Organizations can improve employee well-being and education sector efficacy by addressing educational background and job satisfaction. Focused initiatives promote professional growth, personal growth, and great education.

Table 3.4: Significant Difference in Work-Life Balance of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Monthly Income

Independent-Samples Kruskal-Wallis Test Summary	
Total N	174
Test Statistic	16.431a
Degree Of Freedom	5
Asymptotic Sig.(2-sided test)	.006

Table 3.4 shows that using Kruskal-Wallis results implies a significant difference in work-life balance among teaching personnel at Pamantasan ng Lungsod ng San Pablo, based on their monthly income. The test value

was 16.431 with a p-value of 0.006, indicating that the monthly income of these personnel may influence their work-life balance.

Table 3.5: Pairwise Comparative Analysis of Work-Life Balance grouped according to Educational Attainment

Pairwise Comparisons of [Monthly Income]					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
6-5	.200	24.800	.008	.994	1.000
6-1	6.341	20.580	.308	.758	1.000
6-2	15.471	19.771	.783	.434	1.000
6-4	41.833	23.934	1.748	.080	1.000
6-3	55.000	22.600	2.434	.015	.224
5-1	6.141	17.749	.346	.729	1.000
5-2	15.271	16.804	.909	.363	1.000
5-4	41.633	21.548	1.932	.053	.800
5-3	54.800	20.056	2.732	.006	.094
1-2	-9.130	9.533	-.958	.338	1.000
1-4	-35.492	16.517	-2.149	.032	.475
1-3	-48.659	14.517	-3.352	.001	.012
2-4	-26.362	15.497	-1.701	.089	1.000
2-3	-39.529	13.345	-2.962	.003	.046
4-3	13.167	18.974	.694	.488	1.000

Table 3.5 presents the post-hoc results, which indicate that the differences in work-life balance were determined to be statistically significant

between monthly incomes of 26,000-30,000 and 16,000-20,000. Furthermore, there is a significant difference in work-life balance between

respondents with monthly incomes of 5,000–10,000 and 21,000–25,000. It was also discovered that the work-life balance of people with monthly incomes of 5,000-10,000 differs statistically from those with monthly incomes of 16,000-20,000. The findings indicate that the variations in work-life balance were statistically significant between monthly incomes of 11,000-15,000 and 16,000-20,000.

Further analysis through post-hoc tests, as shown in Table 4.5 revealed specific pairwise differences in work-life balance between different

monthly income groups. Statistically significant differences were found between various income brackets, indicating that work-life balance varies across different levels of monthly income. This result is supported by existing literature, which suggests that monthly income moderates the relationship between work-life balance and job satisfaction among educators. Research by indicates that male teachers tend to report higher job satisfaction compared to their female counterparts, possibly due to disparities in compensation and career advancement opportunities influenced by monthly income (Nor Aroma et al., 2022).

Table 3.6: Work-Life Balance grouped according to Status of Employment Significant Difference in Work-Life Balance of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Status of Employment

Independent-Samples Mann-Whitney U Test Summary	
Total N	174
Mann-Whitney U	2495.500
Wilcoxon W	3056.500
Test Statistic	2495.500
Standard Error	260.236
Standardized Test Statistic	.649
Asymptotic Sig.(2-sided test)	.516

Table 3.6 indicates the result of test of significant difference in Work-Life Balance of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo when they are grouped according to status of employment using Mann-Whitney U Test. The test value was found to be .649 and resulted with a p-value of 0.516 It can be implied that the status of employment of the teaching personnel has no effect in work life balance.

To summarize the result of the demographic characteristics of teaching personnel in Pamantasan ng Lungsod ng San Pablo, shows the Significant Difference in Work-Life Balance, by the use of the pairwise comparison in Work-Life Balance of Teaching Personnel between groups. Significance values have been adjusted by the Bonferroni correction for multiple tests. Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Table 4: Job Satisfaction grouped according to Length of Service Significant Difference in Job Satisfaction of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Length of Service

Independent-Samples Kruskal-Wallis Test Summary	
Total N	174
Test Statistic	29.201a
Degree Of Freedom	6
Asymptotic Sig.(2-sided test)	.000

The results of the Kruskal-Wallis difference test are shown in Table 4. The test value was 6 and the p-value was 0.000, indicating that there is a significant difference in job satisfaction between Pamantasan ng Lungsod

ng San Pablo teaching professionals when classified by length of service. It is possible that the length of employment of teaching professionals influences their job satisfaction.

Table 4.1: Pairwise Comparative Analysis of Job Satisfaction grouped according to Length of Service

Pairwise Comparisons of [1.Length of service]					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
6-2	6.530	50.730	.129	.898	1.000
6-1	7.451	50.761	.147	.883	1.000
6-4	15.000	53.074	.283	.777	1.000
6-3	21.900	52.808	.415	.678	1.000
6-7	-39.833	58.139	-.685	.493	1.000
6-5	66.625	51.388	1.296	.195	1.000
2-1	.921	8.943	.103	.918	1.000
2-4	-8.470	17.891	-.473	.636	1.000
2-3	-15.370	17.086	-.900	.368	1.000
2-7	-33.303	29.723	-1.120	.263	1.000
2-5	-60.095	12.002	-5.007	.000	.000
1-4	-7.549	17.979	-.420	.675	1.000
1-3	-14.449	17.178	-.841	.400	1.000
1-7	-32.383	29.776	-1.088	.277	1.000
1-5	-59.174	12.132	-4.877	.000	.000
4-3	6.900	23.134	.298	.766	1.000
4-7	-24.833	33.567	-.740	.459	1.000
4-5	-51.625	19.680	-2.623	.009	.183
3-7	-17.933	33.145	-.541	.588	1.000
3-5	-44.725	18.951	-2.360	.018	.384
7-5	26.792	30.833	.869	.385	1.000

Post-hoc analysis showed that teaching staff work satisfaction differed significantly between those aged 21-25 and those over 26. The employment satisfaction of respondents with 21-25 and 15-20 years of service differs significantly. Job satisfaction differs dramatically between those with 2-5 years of experience and those with 26 years or more. There is a big difference in job satisfaction between 2-5 and 15-20 year veterans. Therefore, job satisfaction differs greatly between individuals with 10-14 years of service and those with 26 or more. Job satisfaction differs significantly between those with 10-14 years, 15-20 years, and 6-9 years of employment. Finally, service over 26 years and 15-20 years varied significantly.

Existing literature reveals a U-shaped association between educator job

satisfaction and age (proxied by length of service). A group researcher found that satisfaction levels rise initially, peak at a given age or professional stage, and then stabilize or fall (Udriyah et al., 2019; Horani et al., 2023). This U-shaped link shows that age and experience may affect how teachers manage work and life. As teachers acquire experience and advance, their job happiness may shift, affecting their well-being and performance. Thus, the large disparities in job satisfaction among teaching professionals with different service lengths highlight the need of considering individual differences and career stages when addressing job satisfaction and well-being in education. To improve job satisfaction and organizational effectiveness, organizations may need to create customized interventions and support programs to meet educators' changing needs and preferences at different career stages.

Table 4.2: Job Satisfaction grouped according to Educational Attainment Significant Difference in Job Satisfaction of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Educational Attainment

Independent-Samples Kruskal-Wallis Test Summary	
Total N	174
Test Statistic	7.037a
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.030

Table 4.2 presents the results of the Kruskal-Wallis difference test. The test value was 2, and the p-value was 0.030, showing a significant difference in job satisfaction among Pamantasan ng Lungsod ng San Pablo

teaching personnel based on educational attainment. It is probable that a teacher's educational attainment influences their job satisfaction.

Table 4.3: Pairwise Comparative Analysis of Job Satisfaction grouped according to Educational Attainment

Pairwise Comparisons of [Educational Attainment]					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
1-2	-5.778	9.235	-.626	.532	1.000
1-3	-43.654	16.547	-2.638	.008	.025
2-3	-37.876	17.847	-2.122	.034	.101

The table above shows the post-hoc results, which show that there are statistically significant variations in job satisfaction between college, master's, and doctorate degrees. Furthermore, there is a significant difference in job satisfaction between those with college and doctorates. It was also revealed that those with master's degrees have different levels of job satisfaction than those with doctorates.

This finding is consistent with existing literature, which highlights educational attainment as a significant determinant of job satisfaction among teaching personnel. Some researchers discovered that educators with higher education were happier at work, maybe due to more professional progress and intellectual stimulation (Hasanzadeh and Gholami, 2022). A group researchers found a favorable association

between educators' educational attainment and job happiness, underlining the need of investing in teachers' academic qualifications to improve job satisfaction (Nor Aroma et al., 2022).

The study underlines the need of recognizing and supporting educators' professional advancement, especially given the inequalities in work satisfaction among teachers with different degrees. It shows that investing in postsecondary education and providing training can greatly boost teachers' well-being. By doing this, corporations create a more positive and rewarding workplace and help instructors enhance their skills. This proactive strategy promotes lifetime learning and professional development in educational settings, benefiting instructors and boosting student education.

Table 4.4: Job Satisfaction grouped according to Monthly Income Significant Difference in Job Satisfaction of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Monthly Income

Independent-Samples Kruskal-Wallis Test Summary	
Total N	174
Test Statistic	19.322a
Degree Of Freedom	5
Asymptotic Sig.(2-sided test)	.002

Table 4.4 above shows the result of test of difference using Kruskal-Wallis. The test value was found to be 5 and resulted with a p-value of 0.002 which means that there is significant difference in job satisfaction among the

teaching personnel of Pamantasan ng Lungsod ng San Pablo when they are grouped according to monthly income. It can be implied that the monthly income of the teaching personnel has an effect on their job satisfaction.

Table 4.5: Pairwise Comparative Analysis of Job Satisfaction grouped according to Monthly Income

Pairwise Comparisons of [Monthly Income]					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
2-1	.451	9.538	.047	.962	1.000
2-6	-8.797	19.781	-.445	.657	1.000
2-5	-35.811	16.812	-2.130	.033	.497
2-4	-38.178	15.505	-2.462	.014	.207
2-3	-44.629	13.352	-3.343	.001	.012
1-6	-8.347	20.591	-.405	.685	1.000
1-5	-35.361	17.758	-1.991	.046	.697

Table 4.5 (cont): Pairwise Comparative Analysis of Job Satisfaction grouped according to Monthly Income					
1-4	-37.728	16.526	-2.283	.022	.336
1-3	-44.179	14.524	-3.042	.002	.035
6-5	27.014	24.813	1.089	.276	1.000
6-4	29.381	23.946	1.227	.220	1.000
6-3	35.832	22.612	1.585	.113	1.000
5-4	2.367	21.559	.110	.913	1.000
5-3	8.818	20.066	.439	.660	1.000
4-3	6.451	18.984	.340	.734	1.000

Table 4.5 below, presents the post-hoc results, which indicate that the differences in job satisfaction were determined to be statistically significant between monthly incomes of 11,000-15,000 and 26,000-30,000. Furthermore, there is a significant difference in job satisfaction between respondents with monthly incomes of 11,000-15,000 and 21,000-25,000. It was also discovered that the job satisfaction of teaching personnel with monthly incomes of 11,000-15,000 differs statistically from those with monthly incomes of 16,000-20,000.

The findings indicate that the variations in job satisfaction were statistically significant between monthly incomes of 5,000-10,000 and 26,000-30,000. Moreover, monthly incomes of 5,000-10,000 and 21,000-

25,000 have a significant difference in job satisfaction of the respondent. Hence, the monthly incomes of 31,000 above and 16,000-20,000 have a significant difference in job satisfaction of teaching personnel.

The significant differences in job satisfaction observed among teaching personnel with varying monthly incomes underscore the importance of fair and equitable compensation practices in education institutions. Addressing disparities in income and providing opportunities for career advancement can contribute to higher levels of job satisfaction among educators, ultimately enhancing their overall well-being and effectiveness in their roles.

Table 4.6: Job Satisfaction grouped according to Status of Employment Significant Difference in Job Satisfaction of Teaching Personnel in Pamantasan ng Lungsod ng San Pablo When They Are Grouped According to Status of Employment	
Independent-Samples Mann-Whitney U Test Summary	
Total N	174
Mann-Whitney U	2499.500
Wilcoxon W	3060.500
Test Statistic	2499.500
Standard Error	260.371
Standardized Test Statistic	.664
Asymptotic Sig.(2-sided test)	.506

The Mann-Whitney U test, with a test value of 0.664 and a p-value of 0.506, shows that Pamantasan ng Lungsod ng San Pablo part-time and full-time teachers had similar job satisfaction. This suggests that all teaching staff at the university are satisfied with their jobs. This finding aligns with the literature provided, which highlights the importance of employment status in influencing job satisfaction among teaching personnel. Research suggests that job security, professional development, and faculty morale may affect job satisfaction across employment categories, though specific references were not provided.

Some researchers reveals that academics in different employment categories may have different job satisfaction, reflecting differences in job security, professional development, and faculty morale (Sinval and Maroco, 2020). The American Association of University Professors also stresses the importance of addressing non-tenure-track faculty issues and ensuring fair treatment for all teachers. However, Pamantasan ng Lungsod ng San Pablo found that teaching staff express similar job satisfaction regardless of employment status. This shows that the institution may have policies or practices that treat and support all teachers equally, regardless of employment status.

Table 5: Test of Significant Relationship Significant Relationship Between Work-Life Balance and Job Satisfaction Among Teaching Personnel of Pamantasan ng Lungsod ng San Pablo			
			Job Satisfaction
Spearman's rho	Work Life Balance	Correlation Coefficient	
		Sig. (2-tailed)	

** Correlation is significant at the 0.01 level (2-tailed).

The 174 respondents' Spearman-rho correlation coefficient evaluates linear link strength and direction. The correlation value is 0.696 and the significance level is 0.000. Job satisfaction and work-life balance are positively correlated (r = 0.696). A 0.000 p-value is below the 0.05 significance level. The result shows a substantial correlation. Work satisfaction and work-life balance are strongly correlated (p = 0.01). Thus, work-life balance and job satisfaction are linked among Pamantasan ng

Lungsod ng San Pablo teachers.

This shows that school administrators help and encourage teachers, making them happy. Their positive workplace also helps teachers encourage each other. Teachers also think the remuneration covers their needs. They own their actions and how they teach. They consider teaching as social work that allows them to use many skills. Awards and other recognition give them job stability and appreciation in teaching. Pay and recognition received the lowest marks from instructors, notwithstanding their satisfaction.

The literature shows that work-life balance and job satisfaction in educators are strongly correlated. Admiraal revealed that teacher job satisfaction is adversely correlated with anxiety and perceived stress but positively associated with school safety (Admiraal, 2023). A group researcher defined work-life balance as the extent to which people have equally gratifying work and family roles, emphasizing its importance for job satisfaction (Greenheads et al., 2023).

A group researchers also related work-life balance to job satisfaction, suggesting that balanced workers are more productive (Solomon et al., 2022). In remote work situations, distractions and poor space management can negatively affect work-life balance and job satisfaction (Rodríguez-Modroño and López-Igual, 2021). A group researcher revealed that job happiness positively and significantly affects teacher performance, underlining the need of work-life balance (Al-Alawi et al., 2021). The analysis found a strong positive link between work-life balance and job satisfaction, supporting previous research on the necessity of encouraging work-life balance to improve job satisfaction in teaching.

Problem 7.

Based on the results what inputs for Human Resource Program Plan for Teachers may be proposed?

Program Title: Program for Human Resource of Pamantasan ng Lungsod ng San Pablo.

It is critical to establish standards for qualifying teaching personnel as faculty members, particularly in higher education institutions. As they are in charge of the students' education, it is their responsibility to attend trainings and programs to improve their skills.

Present NBC 461 guidelines on qualifications set per faculty rank; NBC 461 is issued to develop and prescribe rules and regulations for the implementation of the Revised Compensation and Position Classification Plan for faculty posts in SUCs, BETs, and TETs, in accordance with the amended Common Criteria for Evaluation (CCE) of faculty positions.

Based on Civil Service Commission (CSC), Competency-Based Recruitment and Qualifications Standard (CBRQS), a competency has been defined as a collection of observable, measurable, and critical skills, knowledge, and attitudes that translate capabilities deemed critical for workplace performance.

Goals and objectives

Civil Service Standard Qualifications serve as the foundation for qualifying motivated and competent educators to promote quality education in the institution.

The existing recruitment procedure in the Philippine civil service is based on Qualification Standards (QS), a set of basic qualifications that include education, eligibility, training, and experience. The human resource program plan is outlined in detail in the appendix (C) section.

5. CONCLUSION AND RECOMMENDATIONS

The study found that teaching personnel at the institution have a moderate work-life balance and job satisfaction, but they might improve. Length of service, education, and monthly income considerably affect these elements, underlining the necessity for tailored approaches to employee problems. Work-life balance is strongly correlated with job happiness; thus, institutions should support teachers with flexible work arrangements, professional development programs, and financial incentives. These strategies boost employee satisfaction, retention, and organizational success by creating a friendly workplace. Further research should examine corporate culture, leadership styles, and job expectations to better understand work-life balance and job satisfaction in education.

The study proposes various ways to improve work-life balance and job satisfaction for teachers. This research should guide institutions' work-life balance policies for educators. Flexible work schedules, wellness initiatives, and stress management courses help people balance work and life. Encourage constant professional development to improve teaching and reduce job stress. HR programs should prioritize employee demands and integrate them into institutional policies to correspond with business goals. Finally, regulatory adjustments and proactive actions to resolve compensation and benefits issues like delayed payments can boost job satisfaction. Regular educator feedback should ensure that these actions address their issues and create a more productive and fulfilling workplace.

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