

# Work-life Imbalance and Well-being among Public Secondary School Teachers

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## **Abstract**

This study examined the level of work–life imbalance and its relationship to the overall well-being of public secondary school teachers in Cagayan de Oro City, during the school year 2025-2026. The primary concern addressed was how various aspects of work–life imbalance affect teacher well-being and performance. Specifically, the study aimed to assess the respondents' experiences in terms of workload, work–personal boundaries, time management, use of technology, and family–work responsibilities, and their level of well-being based on physical, mental and emotional, social, financial, career, and occupational. A total of 200 public secondary school teachers participated in the study using a universal sampling technique. A descriptive-correlational research design was applied, and a researcher-made questionnaire was used to gather data. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed, while Pearson's  $r$  was used to test the significant relationships between the variables.

Key findings indicated that among the work–life imbalance, family–work responsibilities got the highest mean score which was interpreted as very high. While time management got the lowest mean, which interpreted as high. In terms of well-being, financial emerged with the highest mean, also interpreted as very high, and occupational had the lowest mean, interpreted as high. These results reflect a pronounced emphasis on the economic and professional dimensions of teacher welfare. A statistically significant relationship was found between work–life imbalance and teacher well-being, emphasizing the interconnectedness of personal and professional stressors. Grounded in the Job Demands–Resources Theory, affirms that lower levels of work–life imbalance are associated with higher levels of well-being. Therefore, it is recommended an institutional intervention that prioritize teacher welfare through enhanced time management training, improved workplace culture, and structured wellness programs.

**Keywords:** Teacher's Work Life Imbalance, Well- being

## **1.Introduction**

Work-life imbalance has emerged as a pressing concern among public secondary school teachers, particularly in the West II District of Cagayan de Oro City, where heavy workloads, administrative responsibilities, and personal obligations often lead to stress, burnout, and diminished well-being. While studies in Manila and Surigao del Sur reveal similar challenges among teachers, gaps in comprehensive national data highlight the need for localized research. International findings, such as those from the UAE on female academic leaders, further underscore the universal impact of excessive demands, blurred boundaries, and limited institutional support on professional and personal lives, with proposed

interventions like flexible work arrangements and childcare support offering relevant insights. In the Philippines, the Department of Education's Employees Welfare Policy Framework emphasizes addressing workload and work-life imbalance to safeguard teachers' physical, emotional, social, and mental health. Recognizing that teacher well-being directly influences performance, student outcomes, and workplace productivity, this study seeks to explore the extent of work-life imbalance among Filipino educators and identify strategies and policies that can promote a healthier, more sustainable teaching profession.

### **Research Questions**

The study aimed to examine the relationship between work-life imbalance and well-being among public secondary school teachers for School Year 2025 - 2026. Specifically, the study sought to answer the following questions:

1. How do the respondents assess their level of work life imbalance in terms of work load, work-personal boundaries, time management, use of technology and family -work responsibilities?
2. What is the respondents' level of well-being based on physical, mental and emotional, social, financial, career and occupational?
3. Is there a significant relationship between the respondents' level of work- life imbalance and their level of well-being?

### **Significance**

This study examined the challenges public secondary school teachers face in maintaining work-life balance, emphasizing its direct impact on their well-being, job satisfaction, and professional performance. It benefits multiple stakeholders by providing DepEd officials with data-driven insights to craft policies that prioritize teacher welfare, guiding school heads in implementing supportive leadership strategies and workload management initiatives, and equipping teachers with practical approaches to manage stress, set boundaries, and improve overall health. Additionally, the study offers a valuable foundation for future researchers to explore long-term interventions, such as wellness programs and policy reforms, aimed at fostering a more balanced, motivated, and effective teaching workforce that ultimately enhances the quality of education.

### **Scope and Limitations**

This study investigated the relationship between work-life imbalance and teacher well-being among 200 public secondary school teachers in West District II of Cagayan de Oro City during School Year 2025–2026, focusing on workload, boundaries, time management, technology use, and family-work responsibilities, and their effects on physical, emotional, social, financial, career, and occupational well-being. While it provided valuable insights, limitations such as time and resource constraints, reliance on self-reported data, and the study's confinement to one district affected the generalizability of results. Moreover, variations in school policies, support systems, and individual coping mechanisms added complexity to the analysis, and the perspectives of administrators were not extensively examined. Despite these constraints, the study highlighted the pressing need for broader, nationwide research to guide holistic interventions and policy reforms that promote teacher well-being across diverse educational contexts.

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## **2. Literature Review**

### **Teachers Work-life Imbalance**

The teaching profession is recognized as highly demanding, with public secondary school teachers often struggling to balance instructional duties, administrative tasks, and personal responsibilities, leading to work-life imbalance that negatively affects their physical, mental, emotional, social, financial, career, and occupational well-being. Major contributing factors include excessive workloads, blurred work-personal boundaries, poor time management, rapid technological demands, and family responsibilities, all of which heighten stress, burnout, and reduced job performance. Research underscores the importance of distributed leadership and flexible policies in easing workload pressures and enhancing teacher commitment (Bellibaş, Gümüş, & Chen, 2024), while studies on boundary management highlight the value of flexibility and adaptability in reducing conflicts between personal and professional domains (Matthews & Barnes-Farrell, 2023). Moreover, teacher well-being is directly linked to instructional effectiveness and student outcomes, emphasizing the need for holistic support systems that promote resilience and sustainability within the profession (Mendez, Corpuz, & Comon, 2024).

### **Teacher's Well-being**

Teacher well-being is a vital factor in sustaining quality education, yet public secondary school teachers often experience challenges such as heavy workload, blurred work-personal boundaries, poor time management, technological demands, and family responsibilities, all of which contribute to work-life imbalance that negatively affects their physical, mental, emotional, social, financial, career, and occupational well-being. When unaddressed, these stressors lead to burnout, reduced job satisfaction, and lower instructional effectiveness, which ultimately impacts student outcomes. Guibone and Labitad (2024) highlight the need for a holistic approach to teacher well-being that includes physical, social, emotional, and financial dimensions, while Mendez, Corpuz, and Comon (2024) emphasize that teachers with higher levels of well-being demonstrate stronger classroom management and student engagement. Similarly, Kabat-Zinn, Santorelli, and Blacker (2022) suggest that interventions such as mindfulness can reduce stress and improve overall health, reinforcing the importance of supportive policies and professional development initiatives that prioritize teacher well-being in order to foster resilience, enhance performance, and improve student learning outcomes.

## **Methodology**

### **Research Design**

This study utilized a descriptive-correlational research design to examine the relationship between work-life imbalance and teacher well-being among public secondary school teachers, focusing on factors such as workload, work-personal boundaries, time management, technology use, and family-work responsibilities, alongside dimensions of well-being including physical, emotional, social, financial, career, and occupational aspects. Guided by Creswell's (2019) framework, the design enabled the identification of patterns and associations without manipulating variables. Data were gathered through researcher-made questionnaires, and the correlational analysis determined the strength and direction of the relationship between work-life imbalance and teacher well-being. This approach provided a structured understanding of how these variables interact, offering evidence-based insights and recommendations to enhance teachers' professional and personal lives.

### Participants

This study involved 200 public secondary school teachers from both junior and senior high levels in four large schools of West District II, Cagayan de Oro City, Pedro “Oloy” N. Roa National High School, Canitoan National High School, Iponan National High School, and Bulua National High School during School Year 2025–2026. Representing various subject areas, the respondents were selected based on their direct experiences with challenges related to workload, work-personal boundaries, time management, technology use, and family-work responsibilities. This diverse group provided a comprehensive perspective on how work-life imbalance affects multiple dimensions of teacher well-being, including physical, emotional, social, financial, career, and occupational aspects.

### Data Collection

Part I of the questionnaire was a researcher-made questionnaire designed to assess work-life imbalance among teachers by examining five key factors: workload, work-personal boundaries, time management, use of technology, and family-work responsibilities. This questionnaire was modified and based on Greenhaus and Beutell's (1985) Role Conflict Theory, which identifies work-life imbalance as arising from the incompatibility between work and personal life demands.

Part II of the questionnaire evaluated the well-being of teachers in terms of physical, mental and emotional, social, financial, career, and occupational. All of these variables were anchored from the Employee's Welfare Policy Framework of the Department of Education. All the indicators were a researcher made.

### Data Analysis

This study employed mean, standard deviation, and Pearson's correlation coefficient to analyze data on work-life imbalance and teachers' well-being. The mean was used to assess the central tendency of responses, reflecting the extent of work-life imbalance and well-being across various dimensions. The standard deviation measured response variability, indicating consistency in teachers' experiences. Pearson's correlation coefficient determined the strength and direction of the relationship between work-life imbalance and well-being, providing insights into its potential impact. These statistical tools ensured a precise analysis, guiding data-driven recommendations for enhancing teachers' work-life balance and overall well-being.

## 3. Results and Discussions

**Problem 1. How do the respondents assess their level of work life imbalance in terms of work load, work-personal boundaries, time management, use of technology, family -work responsibilities?**

**Table 1**

**Summary Distribution of Respondents' Teacher's Work Life Imbalance**

Variables	Mean	SD	Interpretation
Workload	3.09	0.82	High
Work -Personal Boundaries	3.20	0.72	High
Time Management	2.98	0.71	High
Use of Technology	3.19	0.80	High
Family- Work Responsibilities	3.35	0.81	Very High

**Overall                                      3.16                                      0.77                                      High**

Table 1 reveals that public secondary school teachers in West District II experience a consistently high level of work-life imbalance, with an overall mean score of 3.16 (SD = 0.77), signifying that they frequently struggle to manage overlapping demands between their professional responsibilities and personal lives. This imbalance resonates deeply with teachers' lived experiences, as they juggle lesson planning, grading, administrative duties, and extracurricular tasks while also attending to family care, household chores, and personal well-being, often at the expense of rest and emotional stability. Among the five variables assessed, Family–Work Responsibilities received the highest mean of 3.35 (SD = 0.81), interpreted as Very High, which indicates that teachers consistently find it difficult to balance their family roles with professional expectations. Many reported experiencing role over load, as the demands of school and home often occur simultaneously, resulting in ongoing stress, chronic exhaustion, and feelings of guilt or burnout. This imbalance is further magnified by the lack of flexible institutional policies and support systems, with female teachers disproportionately burdened due to traditional gender roles that expect them to manage most domestic responsibilities. On the other hand, Time Management emerged as the least pressing variable with a mean of 2.98 (SD = 0.72), though still interpreted as High, showing that teachers often struggle to allocate their hours efficiently for planning, grading, and administrative tasks. These difficulties are exacerbated by systemic issues such as unrealistic workloads, frequent meetings, overlapping commitments, and last-minute requirements, which lead to fragmented workdays and intrusion into personal time. Without organizational measures such as coordinated schedules or supportive workload management strategies, teachers continue to experience disrupted productivity and reduced opportunities for personal rest and well-being. Collectively, the findings emphasize two critical aspects: Family–Work Responsibilities as the most persistent and overwhelming source of imbalance, and Time Management as a significant but relatively less severe challenge. Supported by related studies, these results underscore the urgent need for institutional and familial support systems, flexible policies, and inclusive interventions that address workload, gendered expectations, and time-use efficiency, in order to promote sustainable teacher well-being and enhance both personal fulfillment and professional effectiveness.

## **Problem 2. What is the respondents' level of well-being based on physical, mental and emotional, social, financial, career and occupational?**

**Table 2**

**Summary Distribution of Respondents' Level of Teacher's Well-being**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Physical Well-being	3.28	0.72	Very High
Mental and Emotional	3.27	0.82	Very High
Social	3.25	0.79	High
Financial	3.32	0.81	Very High
Career	3.26	0.88	Very High
Occupational	3.24	0.74	High
<b>Overall</b>	<b>3.27</b>	<b>0.79</b>	<b>Very High</b>



Table 2 presents the summary of teacher well-being across six dimensions: financial, emotional, physical, occupational, social, and spiritual, with an overall mean of 3.27 (SD = 0.79), interpreted as Very High. This indicates that despite the challenges of the profession, teachers demonstrated resilience, strong coping strategies, and a clear sense of purpose in their personal and professional lives. Financial well-being obtained the highest mean of 3.32 (SD = 0.81), which reflects their ability to maintain stability through stable monthly income, government benefits, access to loans, practical budgeting, and sometimes additional income through tutoring or online platforms. Although teacher salaries are modest, resourcefulness, financial literacy, and discipline allow them to support their families and reduce financial anxiety, sustaining their focus and passion for education. On the other hand, occupational well-being scored the lowest mean of 3.24 (SD = 0.74), interpreted as High, meaning that while teachers found fulfillment and purpose in shaping learners' lives, systemic issues such as heavy workloads, administrative demands, limited opportunities for advancement, and insufficient recognition negatively influenced their overall professional satisfaction. These results are consistent with studies showing that occupational stress and feelings of undervaluation reduce morale, even though many teachers remain motivated by their dedication to students and rediscover meaning through moments of student growth and gratitude. Overall, the findings highlight the multidimensional nature of teacher well-being. Emotional resilience, financial stability, and spiritual grounding collectively contribute to a fulfilling life, while the slightly lower occupational well-being suggests the need for institutional improvements such as better workload management, professional development opportunities, and recognition of teacher contributions. This demonstrates that teachers remain strong and resilient, but more holistic interventions are needed to support their well-being and ensure long-term effectiveness in the teaching profession.

### Problem 3. Is there a significant relationship between the respondents' level of work-life imbalance and their level of well-being?

**Table 3**

**Result of the Test of Relationships between Respondents' Level of Teacher's Work-life Imbalance and their Level of Well-being**

Teachers Work-life Imbalance	Teachers Well-Being						Overall
	Physical Well-being r- value p- value Interpre- tation	Mental and Emo- tional r- value p- value Interpre- tation	Social r- value p- value Interpre- tation	Financial r- value p- value Interpre- tation	Career r- value p- value Interpre- tation	Occupa- tional r- value p- value Interpre- tation	r- value p- value Interpre- tation
Work Load	0.9870 0.0178 S	0.6098 0.0309 S	0.7006 0.0409 S	0.6099 0.0301 S	0.9001 0.0102 S	0.9860 0.0103 S	0.7989 0.0233 S
Work -Per- sonal Boundaries	0.9320 0.0103 S	0.4760 0.0201 S	0.8023 0.0302 S	0.9033 0.0103 S	0.9899 0.0102 S	0.8099 0.0102 S	0.9134 0.0286 S

Time Management		0.8009	0.6054	0.6098	0.9543	0.7509	0.9506	0.7786
		0.0203	0.0402	0.3031	0.0202	0.0201	0.0102	0.0994
	S	S	S	S	S	S	S	S
Use of Technology		0.8032	0.5098	0.6097	0.8023	0.8740	0.9270	0.7543
		0.0301	0.0403	0.0308	0.0203	0.0306	0.0103	0.0722
	S	S	S	S	S	S	S	S
Family- Work Responsibilities		0.8309	0.6097	0.6540	0.8034	0.9509	0.9203	0.7948
		0.0308	0.0402	0.0209	0.0203	0.0109	0.0104	0.0222
	S	S	S	S	S	S	S	S

Table 3 reveals a significant relationship between teachers' work-life imbalance, which includes workload, work-personal boundaries, time management, use of technology, and family-work responsibilities, and overall well-being that spans physical, mental and emotional, social, financial, career, and occupational domains. The findings indicate that as work-life demands intensify, teachers' well-being tends to decline, undermining both personal and professional vitality. Excessive workload emerged as a critical factor because it contributes to physical fatigue, emotional exhaustion, and burnout, while blurred boundaries negatively affect social connections and financial stability, often due to reduced family time and personal spending on school needs. Time management challenges were linked to diminished career satisfaction and occupational health, while technology overuse caused stress, screen fatigue, and weakened emotional resilience. Family responsibilities further strained social and occupational well-being, leaving teachers with less time and energy for collaboration and professional growth. The rejection of the null hypothesis confirmed that work-life imbalance is significantly correlated with teacher well-being across multiple dimensions, consistent with studies emphasizing the importance of distributed leadership, boundary management, digital wellness, and flexible support systems. Overall, the results underscore the urgent need for institutional reforms such as equitable workload distribution, recognition of personal boundaries, digital management policies, and family-sensitive frameworks to sustain teacher well-being, enhance professional satisfaction, and promote long-term retention in the education sector.

## 4. Conclusion and Recommendations

### Conclusion

The study concludes that teachers experience a generally high level of work-life imbalance, with family-work responsibilities receiving the highest mean score, indicating that personal caregiving duties strongly intersect with professional demands. In terms of well-being, the financial aspect obtained the highest mean, showing that despite financial challenges, teachers remain resourceful and resilient. Interestingly, findings suggest that higher levels of imbalance are associated with greater reported well-being, reflecting the passionate, obedient, and resilient character of teachers whose ability to manage competing demands fosters a deeper sense of purpose in both personal and professional life. Results further reveal a significant relationship between work-life imbalance and teacher well-being, where overlapping demands such as workload, boundaries, time management, technology use, and family duties systematically influence physical, emotional, social, financial, career, and occupational dimensions. Rather than diminishing well-being, these imbalances appear to serve as motivating forces that inspire adaptive strategies, strengthen resilience, and cultivate fulfillment even in the face of adversity.

**Recommendations**

Based on the conclusions of the study, several recommendations are proposed to support public secondary school teachers and enhance their work-life balance and overall well-being. The Department of Education should address the challenge of setting realistic deadlines, which contributes to poor time management, by providing training in practical strategies such as prioritization, time-blocking, and realistic goal setting, while school heads should collaborate with teachers to establish achievable deadlines and minimize non-teaching tasks. Both school leaders and teachers are encouraged to actively participate in school improvement projects and collaborative initiatives, with structured roles that match teachers' strengths, supported by a culture of recognition, mentoring, peer collaboration, and career development opportunities. Furthermore, teachers should be involved in wellness programs that address both personal and professional needs, including access to mental health services, time for professional development, and opportunities for mentoring and coaching to manage workloads more effectively. Schools are also encouraged to organize activities that promote resilience and well-being, ensuring that despite the challenges they face, teachers remain strong, supported, and capable of fulfilling their vital roles.

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