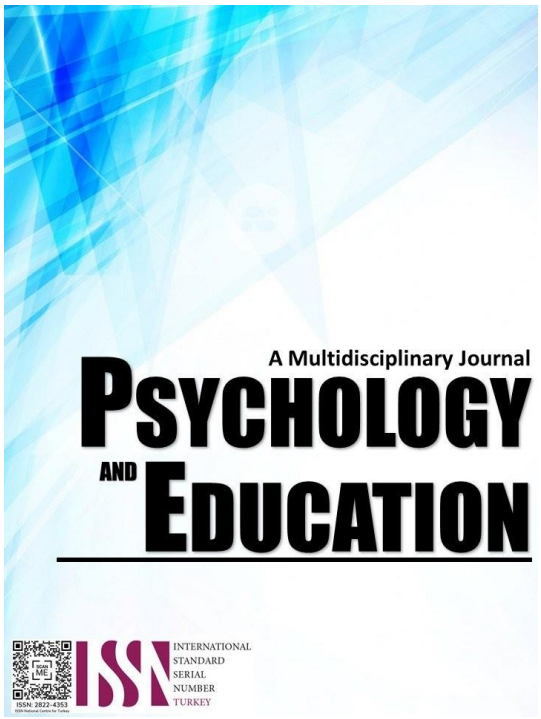
TEACHERS WORK-LIFE BALANCE, WORKPLACE SPIRITUALITY AND WORK PERFORMANCE: BASIS FOR MANAGEMENT PLAN



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Research Article

Teachers' Work-Life Balance, Workplace Spirituality and Work Performance: Basis for Management Plan

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Abstract

Achieving a work-life balance and having a workplace spirituality is a necessity for every teacher to thrive in the world of teaching. This study assessed the work-life balance, workplace spirituality and work performance of teachers in Alegria District, Cebu, for the school year 2022-2023 as basis for management plan. The theories used in this study anchored on Work/Family Border Theory and Respectful Pluralism which provide a substantive discussion pertaining to the background of the study. A triangulation mixed method research design was utilized in this study with descriptive correlation for quantitative and thematic analysis for qualitative data. A valid instrument was distributed to 153 respondents in the district of Alegria Cebu. The quantitative results revealed that among the Teachers' Work Life Balance, Workplace Spirituality and Work Performance, self-management and development (0.03) and managing stress (0.00) established significant relationship while the rest did not. For the Teachers' Work Life Balance and Workplace Spirituality, meaningful work under workplace spirituality and managing stress (0.00), family involvement (0.00), job gratification (0.00), managing fun and leisure (0.00), work management (0.00), and time management (0.00) established a significant relationship under work life balance. Only the self-management and development that resulted to no significant relationship. This is also similar to sense of community under the workplace spirituality. The third construct under work place spirituality which is the alignment of value generated a significant relationship to all constructs under work life balance. This means that these two independent variables generated mostly a significant relationship. The qualitative results generated three themes (Theme 1: The Highlights of Teaching, Theme 2: The Weighing Scale, and Theme 3: The Support System) which captured the experiences of the teachers in work-life balance and workplace spirituality. This study concluded that administrators should pay attention as to how teachers are managing their stress as this impact a domino effect to the school's productivity. This study recommends a management plan wherein teachers are given an established support system.

Keywords: *work-life balance, workplace spirituality, work performance, management plan, alegria district cebu, triangulation mixed method research design*

Introduction

Work-life balance and workplace spirituality are two of the most essential constructs for an individual to attain well-being. In a workplace where conflicting responsibilities and commitments are piling up, balancing between life and work sets a dominant issue (Nadhiya & Umma, 2022). The need to have a balance between different priorities underscore the identification of various domains. These domains are increasingly demanding once a person is given greater responsibilities (Brough et al., 2020). Teachers in the public school are given overwhelming tasks and responsibilities that even during weekend, they need to be in school. Having this kind of situation, balancing work and life becomes an issue. When things are not balanced and the tasks are overlapping, workplace spirituality will also be affected (Danish et al., 2019).

Work-life balance has chameleon characteristics wherein is it viewed by many in different ways (Dassanayake & Fassana, 2019). The meaning may differ according to the viewpoints of a speaker or a person in a workplace wherein work-life balance can have different factors affecting especially the family whom the focus is divided (Galvez et al., 2020). Work-life balance may connote different disagreements and conflicts within the family because of the various push and pull of responsibilities. This becomes a dilemma inside the family as it needs to attend the personal and professional obligations and duties (Boukzham, 2022). The incessant needs to encapsulate these would mean that conflict may arise. This can be translated on how a person having this problem within the family to the workplace wherein they need to focus on specific responsibilities.

It is clear that teachers can have all of the aforementioned meanings of work-life balance in a school as its workplace. With these definitions, it is expedient to look into what specific management plan can be construed in order to address the most pressing issues in the Department of Education today – the overlapping and overwhelming paper works. This issue can only be addressed when the voice of the teachers will be heard with empirical data and evidence. Further, open communication can be instituted so that everyone can freely discuss what they

feel and think. This is very helpful in making them effective teachers.

One of the constructs that affects the work performance of the teachers is workplace spirituality (Aboobaker et al., 2019). The spirituality inside the workplace underscores beyond professional and personal aspects of humanity (Indradevi, 2020). Workplace spirituality does not mean about religion. It does not promote a particular congregation to be part with (Garg et al., 2019). Workplace spirituality means that one has personal connection to the creator. Rich in spirituality means that one has established good connections and communications with other employees in the workplace (Rathee & Rajain, 2020).

It is expedient that teachers should have a sound workplace spirituality for the purpose of establishing good relationship among the learners, co-teachers, the school administrator, parents and to the rest of the internal and external stakeholders. The practice of teaching requires a mentality that is open and psychologically clear (Dye et al., 2020). Teachers need to be aware of the significance of having a sense of purpose in their lives, being psychologically healthy and having a strong spirituality at work (Paul et al., 2020).

Workplace spirituality among teachers can improve work engagement wherein in this way quality education can be forwarded to all learners (Aprillia & Katiara, 2020). This becomes the construct – workplace spirituality – a factor affecting the work performance of the teachers (Sharma & Kumra, 2020). Thus, this study investigates the work performance of teachers correlated to the work-life balance and the workplace spirituality of the teachers in Alegria District for the school year 2022 – 2023 in which a management plan can be proposed so that the most pressing issues in the Department of Education will be addressed.

Research Questions

This research assessed the work-life balance, workplace spirituality and work performance of teachers in Alegria District, Cebu, for the school year 2022-2023 as basis for management plan. Specifically, this research answered the following questions:

1. What is the demographic profile of the respondents as to:
   1.1 Age;
   1.2 Gender;
   1.3 Highest Educational Attainment;
   1.4 Marital Status;
   1.5 Number of Household;
   1.6 Number of years in service;
   1.7 Monthly Net Pay; and
   1.8 IPCRF Rating?
2. As perceived by the respondents, what is their level of workplace spirituality as to:
   2.1 Self-Management and Development;
   2.2 Managing Stress;
   2.3 Family Involvement;
   2.4 Job Gratification;
   2.5 Managing Fun and Leisure;
   2.6 Work Management; and
   2.7 Time Management?
3. As perceived by the respondents, what is their level of work-life balance as to:
   3.1 Meaningful Work;
   3.2 Sense of Community; and
   3.3 Alignment of Value?
4. Are there significant relationships among the teachers' work-life balance, workplace spirituality and work performance?
5. What are the experiences of the teachers in terms of their work life balance and workplace spirituality?
6. What management plan can be proposed based on the findings of the study?

Literature Review

Workplace Spirituality in Teaching

Teachers must be engaged in and committed to their work since they are entrusted with the duty of leading and forming the nation's future citizens. This emphasizes how crucial it is to keep teachers in their positions (Amin et el., 2021). Workplace spirituality connects with the different aspects in life in which unquestionably aids employees in sticking with their jobs. Teachers function in a setting that is distinct from a for-profit business, and such a setting necessitates extra effort from its inhabitants to function effectively (Mahipalan, 2019). In a previous study, teachers would feel more satisfied and dedicated if a school principal could better uplift spiritual "fit" in others, comprehend the causes, and permit the expression of an employee's spiritual self or comfort within an organization and with his or her environment.

According to Paul et al. (2020), spirituality inside the workplace is connected to workforce agility among the young professionals such as the teachers. In the educational realms, learning inside the organization can be associated from the positive aura due to a good spirituality. Maintaining a positive environment means that the teachers are empowered psychologically.

There are several factors affecting how to maintain positive workplace spirituality inside the school environment. These factors are necessary to be taken into account among the administrators for better policy making in order to improve the teachers' workplace spirituality.

A school is a significant social institution, and a large part of its reputation is based on the reliability of the teachers who work there. In another study about teachers in universities, the findings of professional dedication serving as a partial mediating factor is manifested on a structural model. The findings imply that universities should increase their spiritual development through a variety of tactics (Jianglin, 2017). The teachers' workplace spirituality was significantly impacted by their demographic characteristics, including gender, title, kind of employment, educational background, marital status, the teaching experience, and district (Aslam, 2022).

It is possible to perceive spiritual values in the workplace from an individual, corporate, or interactive perspective. These values are increasingly studied and used in the literature on business ethics. Numerous empirical researches show that WPS has a favorable impact on a commitment to, satisfaction with, and performance at work. Further clarification is needed regarding the specific aspects of spirituality that can influence one's understanding of their capacities as a precursor to self-efficacy (Manju, 2019). Aligning the organization's ideals with those of its personnel is the goal of the organization (Aboobaker et al., 2019). There are different factors affecting the workplace spirituality in confirmatory factor analysis. People with a sense of workplace spirituality reveals more emotionally connected to their organizations, more obligated and loyal to them, and less instrumentally committed. Over the past ten years, practitioners and academics have become much more interested in workplace spirituality. The value of this construct is to develop independently of one another with little thought given to their connections.

Employees should be examined from the physical, psychological, and spiritual dimensions to better understand behavior at work. Although the physical and psychological aspects of people at work have been thoroughly researched, the spiritual aspect has languished unexplored for a long time. Using a sample of 600 white-collar professionals drawn from two organizations in various South African industries, a cross-sectional study was carried out (Van der Walt, 2014). These findings contribute to a deeper understanding of professional satisfaction, corporate spirituality, and personal spirituality. They offer fresh perspectives on the important part that spirituality plays in the school environment. Organizations must be spiritually rooted to survive in the twenty-first century. In turn, this will result in employees being happy with their entire employment experience (Van der Walt, 2014).

In a study conducted by Daniel (2010), it is suggested that one of the components in an organizational culture is the workplace spirituality. In this regard, it is emphasized that respect, trust, and innovation are significant qualities displayed in those organizations where WS is fostered. In another research study done by (Manju, 2019), the findings show a strong connection between thankfulness, subjective satisfaction, and workplace spirituality which these are considered as strong mediator.

Work-Life Balance in Teaching

The diversity in teachers' productivity as shown in the Philippines' public secondary schools is still largely unaccounted for by measures of teachers' work-life balance (Ramos, 2020). The findings indicate that teachers' perceptions of their work-life balance and dedication to their schools are moderate in several aspects and that there is no correlation between the two factors. For a policy assessment, the top three rankings were for the remuneration of teachers, medical assistance, hospitalization, and retirement age (Marmol, 2019). Organizations must offer programs essential in providing a good work-life balance among their staff to help them manage their job and personal lives in this very competitive world (Senthilkumar, 2012).

The organizational effects of a positive work-life balance have grown to be a significant problem for organizations, and this problem is exacerbated in the higher education sector. Strategies for enhancing the work-life balance includes having leave policies and work-life benefits (Nwogu, 2018). Putting in place training programs that emphasize emotional management abilities in work-life balance can manage job burdens that can alleviate the teachers' stress and improve their well-being (Mulyani, 2021). The teachers' service commission should create regulations that are expressly to improve the design the teachers' workplace balance.

Due to expectations that they satisfy their family and job obligations, female principals struggle with work-life balance. Without support services to help them balance their personal and professional life, female

principals would not have been able to manage their principalship. Female principals sought out social assistance to handle the rigors of the principalship because they lacked formal or informal mentors (Garcia, 2015). Due to their highly balanced lifestyles, the school's top officials were able to balance their personal and professional obligations during this calamity. Their roles as important authorities strengthened their managerial abilities and helped them deal with the situation (Chavez, 2021).

In today's fast-paced environment, educational institutions look for ways to increase faculty retention, boost faculty morale, and have a favorable financial impact on their faculty. One of the key elements affecting the effectiveness of the company has been work-life balance. Education policymakers should create regulations that lessen teacher burnout and enhance teacher preparation so that instructors can learn skills for regulating their emotions (Mulyani, 2021).

Organizational Pressures and Conflicts

The appropriate offices received the inaccuracies for verification and correction (Montemayor, 2020). Numerous firms have made efforts to be more family and personal-life friendly. These initiatives have frequently involved the development of policies that facilitate work-family balance (Peng et al., 2022). Despite considerable progress over the years, work-life balance methods continue to face significant management and adoption difficulties. Influence to employees' job happiness and guarantee improved performance at work, is cost-effective. It is becoming more widely acknowledged that managing work/life balance well is important for employees as well as enterprises from a strategic perspective. We contend that a significant motivating element for enhanced organizational knowledge and action regarding the development and administration of WLB strategies is the necessity for an organization.

According to Kern and Zapf (2021), one of the major stressors in the humanity is the time constraints; while they are favorably associated with motivation and performance. Employee fatigue and work-life balance are related to time pressure, but transformational leadership moderates these linkages so that they become weaker as transformational leadership levels increase. Organizations may set priorities and carry out the appropriate tasks at the appropriate times by knowing time quadrants and distributing tasks accordingly. They will be able to stop time-wasting activities as a result, saving both individuals and businesses valuable time. The people will have more time to deal with work and family issues in an efficient manner.

Methodology

Design

The study utilized a triangulation mixed method research design. This design has no sequence in following quantitative and qualitative data during data gathering. The quantitative used a descriptive-correlational is employed to explain each variable in the study, while statistical computations are utilized to determine the influence between variables. The independent variables of this study include workplace spirituality and work-life balance; the dependent variable is the performance of the teachers. The qualitative data used thematic analysis in treating the data.

Research Instrument

The instrument has three parts. The first one is the demographic profile asking for the Age, Gender, Highest Educational Attainment, Marital Status, Number of Household, Number of years in service, Monthly Net Pay, and IPCRF Rating. The second part is composed of 22 items eliciting the level of work-life balance measuring the its domains such as Self-Management and Development, Managing Stress, Family Involvement, Job Gratification, Managing Fun and Leisure, Work Management, and Time Management. The third part is composed of 15 items establishing the level of workplace spirituality measuring its domains such as Meaningful Work, Sense of Community, and Alignment of Value. This instrument is an adapted instrument paraphrasing some of the items to appropriately measure what it intends to measure. The work-life balance was adapted from Cabello & Bonotan (2020) while the workplace spirituality was adapted by Milliman et al. (2003). Since, the final instrument underwent changes, the researcher has this validated by 3 experts in the field of psychology and education.

Data Gathering Procedure

In gathering the data, the researcher sent a letter to the school heads asking permission to conduct a study. There were 134 teachers from the public schools of the Alegria District and 19 administrators that were the subjects of the study. Once signed, the researcher will present the objectives of the study to the school head.

The study will be conducted for further analysis, explanation, and clarification of the respondents' experience for a successful assessment. In weighting each variable, a five-level scale (Likert scale) is used, which consists of determinants: strongly agree, agree, quite agree, disagree, and strongly disagree.

Treatment of Data

To establish the profile of the teachers, the simple frequency and percentage formula was used. To get the extent of work-life balance among the respondents, workplace spirituality and work performance, the ones should be used are the mean and standard deviation. To identify the significant impact of the constructs, Pearson's r will be used. To analyze the qualitative data, thematic analysis by Braun and Clarke was utilized.

Results and Discussion

Respondents' Profile

Table 1. *Age*

Age	*Frequency*	*Percentage*
30 years and below	33	21.60%
31-40	59	38.60%
41-50	36	23.50%
51 years and above	25	16.30%
Total	153	100%

Table 1 presents the age of the respondents' profile. It can be seen that majority of the respondents belong to the 31-40 age bracket which has 59 counts (38.60%). Among the age brackets, lowest frequency fall under 51 years and above with 25 counts (16.30%). This means that the respondents are young (Szymkowiak et al., 2021). It can be traced as to how the need for new teachers to be deployed in the Department of Education (DepEd) in this generation given that new teachers are equipped with necessary skills in the 21st century teaching wherein digital tools and equipment should be utilized inside the classroom (Starkey, 2020). With the rise of welcoming new teachers, most of the teachers in the research environment belong to 5 to 10 years in experience.

Table 2. *Gender*

Gender	*Frequency*	*Percentage*
Male	13	8.50%
Female	140	91.50%
Total	153	100%

Table 2 presents the gender of the respondents. It can be seen that the population of the respondents is dominated by the female teachers with 140 counts (91.50%). The male respondents had 13 counts only (8.50%). This is not new in the educational arena where most of the teachers are female (Edwards & Oteng, 2019; Zaman et al., 2023). However, in todays' era, men are venturing to this profession where men are also excelling in terms of imposing discipline inside the classroom especially in addressing behavioral problems that challenges teacher's management skills (Toropova et al., 2021; Federicova, 2021). Gender plays a vital role in looking for connections between different variables such as work-life balance and workplace spirituality.

Table 3. *Highest Educational Attainment*

Highest Educational Attainment	*Frequency*	*Percentage*
Bachelor's Degree Holder	29	19%
With Units in masters	115	75.20%
Master's Degree Holder	7	4.60%
With Units in Doctorate	2	1.30%
Total	153	100%

Table 3 presents the highest educational attainment of the respondents. As presented, most of the teachers acquired units in masters with 115 counts (75.20%). Although there are those who managed to finish their master's degree and proceeded to their doctoral, there are some who retains to just acquiring bachelor's degree. Among these the lowest frequency belongs to those with units in doctorate with 2 counts (1.30%). This means that teachers are now in its process of advancing their education (Dingal, 2020). This is not because of the promotion but when teachers are young, they have that level of enthusiasm to proceed to higher education. According to Mendoza and Bautista (2022), there are teachers who are very excited to proceed to advanced education such as masteral when they are newly hired. However, this excitement becomes dormant when responsibilities are given to them and when time management becomes the reason of stopping from schooling (Antonio, 2020).

Table 4 presents the marital status of the respondents. It can be gleaned that most of the teachers in the

research environment is married with 111 counts (72. 50%).

Table 4. *Marital Status*

Marital Status	Frequency	Percentage
Single	35	22.90%
Married	111	72.50%
Widowed	7	4.60%
Total	153	100%

This means that most of the teachers are committed and with family. The table also presents the lowest frequency which is widowed with 7 counts (4.60%). Although the respondents are young, it cannot be denied that there are respondents who are also adult and remained single. It is important to note that the data exemplifies a number of teachers are married or who are committed to go home for their family. Although, single teachers will also go home however, the level of necessity is different from those who are married (Delavin & Dumaguin, 2022). Being married in the Department of Education as teacher is very challenging. Work-life balance and workplace spirituality are two factors that can really affect their work performance especially in completing both instructional and administrative tasks given to them by the school administrator (Berondo, 2020).

Table 5. *Number of Household*

Number of Household	*Frequency*	*Percentage*
1-5	116	75.80%
6-10	34	22.20%
11 and above	3	2%
Total	153	100%

Table 5 presents the number of household that the respondents have in their respective homes. It can be seen that most of the respondents are having 1-5 members in the family having 116 counts (75.80%). With the number of households, 3 respondents are having 11 and above members. This means that most of the respondents are having small family. Further, this connotes those teachers are able to manage on how to control the number of offspring or family members that can be accommodated in their home (Gomez & Catan, 2021). It is expected that when teachers are having a large number of family members, their responsibilities increase and this can also affect the way how the respondents are balancing work and the life after work (Mencias-Tabernilla, 2023).

Table 6. *Number of Years in Service*

Number of Years in Service	*Frequency*	*Percentage*
0-4	12	7.80%
5-9	45	29.40%
10-14	34	22.20%
15-19	23	15%
20-24	10	6.50%
25 years and above	29	19%
Total	153	100%

Table 6 presents the number of years in service that the respondents are able to render in the Department of Education (DepEd). It can be gleaned that majority fall under 5 years to 9 years of service with 45 counts (29.40%). It can be seen that 10 of them rendered 20 years to 24 years with a percentage of 6.50%. This number can give a good interpretation that since the respondents are young and most of them are having units in masters, they are also serving as public school teachers for less than 9 years. The number of years in service can be one of the determining factors that can greatly affect work-life balance and workplace spirituality. The data suggests that most of the respondents are rendering from 5 to 9 years which means that most of the teachers are still in the learning timeline of teaching experience (David et al., 2019).

Table 7. *Monthly Pay*

Monthly Pay	*Frequency*	*Percentage*
below 10,000	34	22.20%
11,000 - 20,000	61	39.90%
21,000 and more	58	37.90%
Total	153	100%

Table 7 presents the monthly pay of the respondents. It can be seen that with the bracket of the monthly pay, those teachers having a net income of 11,000 – 20,000 with 61 counts (39.90%). While, there are teachers having below 10,000 as their monthly net pay. This means that teachers or the respondents of this study are loaded with financial challenges or bank loans. It is important to look for ways on how to elevate the financial standing of the teachers so they can perform well in their job. It is well discussed in the literature that one of the major factors affecting work performance is the net income. The data in this table posed an alarming situation. Most of the respondents are having problems managing their finances (Mencias-Tabernilla, 2023). Although, this is very common to public school teachers, it should be noted

that necessary financial management plans should be given to teachers in order to address this concern.

Table 8. *Individual Performance Commitment Review Form (IPCRF) Rating*

IPCRF Rating	*Frequency*	*Percentage*
4.5-5.0	15	9.80%
3.5-4.49	138	90.20%
Total	153	100%

Table 8 presents the Individual performance Commitment Review Form (IPCRF) rating of the respondents. It can be gleaned that most of the respondents fall under 3.5 – 4.49 with 138 counts (90.20%). This means that most of the teachers are having very satisfactory rating. The rest of the 15 respondents are having outstanding rating. This implied that teachers are complying with the necessary requirements to be able to meet the demands and standards of the department.

Table 9. *Teaching Position*

Teaching Position	*Frequency*	*Percentage*
Teacher 1	54	35.30%
Teacher 2	43	28.10%
Teacher 3	49	32%
Master Teacher 1	4	2.60%
Head Teacher 2	1	1%
Head Teacher 3	2	1%
Total	153	100%

Table 9 presents the teaching position of the respondents of the study. It can be seen that most of the teachers are Teacher I with 54 counts (35.30%). Having this number of teachers, I with the rest of the demographic profile that most of the teachers are young and with units in masters, respondents remain teacher I. With the different teaching positions, one of them is a head teacher 2. This means that most of the respondents are within the teachers I to III. It can be noted that these teachers are doing their best to be promoted knowing the that there are 15 outstanding teachers and the rest are having very satisfactory rating.

Table 10 presents the different school assignment that are included in the study. With the list of schools in the district, most of the respondents of the study are coming from the Madridejos Elementary School with 44 counts (28.80%). While there are 2 (1.30%) teachers from Magyana Elementary School and 3 (2.0) from Compostela Elemntary School, Cambunoc Elementary School, Montpeller Elementary School, and Lepanto Elementary School. Although, the respondents are dominated by the teachers from Madridejos Elementary School, the rest of the respondents are widely distributed in the district.

Teacher 10. *School Assignment*

School	*Frequency*	*Percentage*
Magyana Elementary School	2	1.3
Inghoy Elementary School	17	11.1
Inghoy National School	10	6.5
Valencia Elementary School	6	3.9
Compostela Elementary School	3	2.0
Balha-an Elementary School	5	3.3
Madridejos Elementary School	44	28.8
Madridejos National School	9	5.9
Alangasil Elementary School	7	4.6
Sta. Filomena Elementary School	6	3.9
Sta. Filomena National High School	4	2.6
Cambunoc Elementary School	3	2.0
Alegria Central Elementary School	9	5.9
Legaspi Elementary School	7	4.6
Montpeller Elementary School	3	2.0
Montpeller National High School	4	2.6
Guadalupe Elementary School	7	4.6
Lepanto Elementary School	3	2.0
Libo Elementary School	4	2.6
Total	153	100.0

Table 11 presents the work life balance of the respondents. With the different constructs under work life balance such as self-management and development, managing stress, family involvement, job gratification, managing fun and leisure, work management, and time management, the statement highlighted the "I can support my personal necessity." with a highest mean 3.91 and a standard deviation of 1.00. Under family involvement, the statement "I can sit down and dine with my family." garnered a mean of 4.08 and a standard deviation of 0.65. Under work management, the statement, "I have a comfortable working environment." generated a mean of 3.93 with a standard deviation of 0.79. This means that the top 3 highest means are coming from work management, and time management, family involvement, and work management which can be interpreted as superseding construct under work life balance.

Table 11. *Work Life Balance*

Statement	*Mean*	*SD*
Self-Management and Development		
I can support my personal necessity.	3.91	1.00
I find it difficult to unwind during holiday.	3.53	1.17
The school knows the interests of the teachers.	3.76	0.71
Managing Stress		
My job is fulfilling.	3.87	0.78
The work is not stressful.	2.65	1.17
I have an adequate time to unwind.	3.03	1.04
Family Involvement		
I can sit down and dine with my family	4.08	0.65
Engage in various community events and social participations.	3.81	0.59
I enjoy my free time with my family and friends.	3.88	0.85
Job Gratification		
Work first before family	3.20	1.01
I am comfortable with my time of duty.	3.86	0.74
I can go shopping anytime I like.	2.38	1.06
Managing Fun and Leisure		
I can spend a complete vacation.	2.49	1.04
I can make time doing my hobbies and passions.	3.02	1.00
I can have a me time for myself whenever I need to.	2.95	1.05
Work Management		
I have a comfortable working environment.	3.93	0.79
I can reschedule my lunch to complete my work.	3.35	1.21
I know how to handle multiple tasks at work.	3.86	0.70
Time Management		
I constantly being challenge my personal professional time.	3.83	0.63
Create time boundaries between work and personal life.	3.78	0.78
Workloads should not be brought to home	3.49	1.32
Total	3.70	0.91

Each indicator would have a statement that can best describe how the respondents are living their work-life balance. With the statement that one can support ones' personal necessity, it becomes handy to maintain work-life balance (Aman-Ullah et al., 2022). Having that chance to sit down and dine with the family is already something that can help teachers to balance life and the work after life (Jayasingam et al., 2023). Lastly, having a comfortable working environment is something that one can excel where station one belongs to or assigned to (Haar et al., 2019; Bellman & Hubler, 2021). With these, it can be summed up that the level of work-life balance underscores to family, self and work.

Table 12 presents the workplace spirituality of the respondents. With the three constructs such as the meaningful work, sense of community and alignment of value, it can be gleaned that the highest mean of 4.46 across all statements belong to the meaningful work with this statement, "My work is very important to me.**"**. Next to the highest mean of 4.46, the statement, "I appreciate the meaning of working together with my co-teachers.**"** under sense of community marked a mean of 4.33 with a standard deviation of 0.55.

Table 12. *Workplace Spirituality*

Statement	*Mean*	*SD*
Meaningful Work		
I find joy in doing my work in school.	4.07	0.55
I am excited in going to school and work with my co-teachers.	4.01	0.66
My work is very important to me.	4.46	0.57
I am looking forward to work more days and years.	4.32	0.64
I can distinguish between work and the benefits I am getting from.	4.07	0.61
I understand the meaning of my work.	4.31	0.58
Sense of Community		
I appreciate the meaning of working together with my co-teachers.	4.33	0.55
I can feel that I am part of the community I am working with.	4.27	0.54
I believe that my coworkers are working together well.	4.13	0.72
I can express my opinions openly and freely.	3.90	0.62
I can feel that we are all connected with our organizational goals.	4.09	0.60
I believe that my coworkers are caring each other.	3.97	0.67
I feel a family relationship within the school I am working with.	4.06	0.61
Alignment of Value		
I can feel that the school's values have positive impact	4.25	0.56
I can feel that the school cares about me and my coworker	3.97	0.60
I can feel connected with the school's mission, vision and goals	4.15	0.58
I can feel that the school has conscience	3.95	0.59
I can feel that the school cares about the teachers' awareness	3.93	0.60
Total	4.05	0.59

The statement, "I can feel that the school's values have positive impact" garnered the third highest mean of 4.25 with a standard deviation of 0.56. The results that can be seen on this table provided an equal attention as to the constructs of work spirituality. Knowing that work is very important to the respondents meaning that they value it. This is one of the most important things to understand how teachers are attaining peace despite

of the overlapping tasks they are doing every day (Paul & Jena, 2021). Another statement that supersedes is the way how respondents appreciate the meaning of working together with co-teachers. The clear picture of how workplace spirituality can be seen in the working environment is through the teachers way of communicating with each other (Paul et al., 2022). Lastly, the respondents feel the gravity of the school's positive impact to oneself (Al-Mahdy et al., 2022; Aboobaker et al., 2020). Therefore, the level of workplace spirituality can be seen through the lens of three things – working with self, working with others, and working with the school.

Teachers' Work Life Balance, Workplace Spirituality and Work Performance

Table 13. *Significant Relationship among the Teachers' Work Life Balance, Workplace Spirituality and Work Performance*

Independent Variables	*Dependent Variable*	*p-value*	*Interpretation*	*Decision*
Work Life Balance				
Self-Management and Development	Work Performance	0.03	Significant	Reject the Null Hypothesis
Managing Stress		0.00	Significant	Reject the Null Hypothesis
Family Involvement		0.09	Not Significant	Failed to Reject the Null Hypothesis
Job Gratification		0.13	Not Significant	Failed to Reject the Null Hypothesis
Managing Fun and Leisure		0.11	Not Significant	Failed to Reject the Null Hypothesis
Work Management		0.11	Not Significant	Failed to Reject the Null Hypothesis
Time Management		0.10	Not Significant	Failed to Reject the Null Hypothesis
Workplace Spirituality				
Meaningful Work		0.06	Not Significant	Failed to Reject the Null Hypothesis
Sense of Community		0.13	Not Significant	Failed to Reject the Null Hypothesis
Alignment of Value		0.11	Not Significant	Failed to Reject the Null Hypothesis

Table 13 presents the significant relationship among the teachers' work Life balance, workplace spirituality and work performance. This table has two parts to present a clear presentation of the dependent and independent variables. Table 14. A present the teachers' work life balance, workplace spirituality and work performance. With the different variables, two independent variables established significant relationship and these are the self-management and development (0.03) and managing stress (0.00) with a decision to reject the null hypothesis while the rest of the variables generated no significant relationship.

Teachers' Work Life Balance and Workplace Spirituality

Table 14. *Significant relationship of the teachers' work life balance and workplace spirituality.*

Workplace Spirituality	*Work Life Balance*	*p-value*	*Interpretation*	*Decision*
Meaningful Work	Self-Management and Development	0.13	Not Significant	Failed to Reject the Null Hypothesis
	Managing Stress	0.00	Significant	Reject the Null Hypothesis
	Family Involvement	0.00	Significant	Reject the Null Hypothesis
	Job Gratification	0.00	Significant	Reject the Null Hypothesis
	Managing Fun and Leisure	0.00	Significant	Reject the Null Hypothesis
	Work Management	0.00	Significant	Reject the Null Hypothesis
	Time Management	0.00	Significant	Reject the Null Hypothesis
Sense of Community	Self-Management and Development	0.12	Not Significant	Failed to Reject the Null Hypothesis
	Managing Stress	0.00	Significant	Reject the Null Hypothesis
	Family Involvement	0.00	Significant	Reject the Null Hypothesis
	Job Gratification	0.00	Significant	Reject the Null Hypothesis
	Managing Fun and Leisure	0.00	Significant	Reject the Null Hypothesis
	Work Management	0.01	Significant	Reject the Null Hypothesis
	Time Management	0.00	Significant	Reject the Null Hypothesis
Alignment of Value	Self-Management and Development	0.00	Significant	Reject the Null Hypothesis
	Managing Stress	0.00	Significant	Reject the Null Hypothesis
	Family Involvement	0.00	Significant	Reject the Null Hypothesis
	Job Gratification	0.00	Significant	Reject the Null Hypothesis
	Managing Fun and Leisure	0.00	Significant	Reject the Null Hypothesis
	Work Management	0.02	Significant	Reject the Null Hypothesis
	Time Management	0.00	Significant	Reject the Null Hypothesis

Table 14 presents the significant relationship of the teachers' work life balance and workplace spirituality. It can be gleaned that meaningful work under workplace spirituality and managing stress (0.00), family involvement (0.00), job gratification (0.00), managing fun and leisure (0.00), work management (0.00), and time management (0.00) established a significant relationship under work life balance established a significant relationship. Only the self-management and development that resulted to no significant relationship. This is also similar to sense of community under the workplace spirituality. The third construct under work place spirituality which is the alignment of value generated a significant relationship to all constructs under work life balance. This means that these two independent variables generated mostly a significant relationship.

Table 15. *The Experiences of Teachers' Work Life Balance and Workplace Spirituality*

Themes	*Sub themes*	*Experiences*
The Highlights of Teaching	Experience is the Best Teacher	Participant 4: As an elementary teacher with over 20 years of experience guiding individualized instruction and meeting with leaners coming from different family environment and background can help transform and help mold into a productive member of the society. One of the best things to live in the workplace is to be responsive and can attain as best implementor of the education system. Focused the needs of the learners and consider the teachers' welfare as one of the important factors in the teaching-learning scenario.
	The Coping Mechanisms	Participant 1: In sustaining and coping mechanism in work-life balance and work-life spirituality based on my experienced were the following: -to be a positive thinker -always boost mental capacity by attending seminars/trainings and watching video clips -use time wisely by coping relaxing activities/listen to music/sitting in nature -give time to talk to the Lord -pray the rosary every day -attend regular masses every Sunday These are the most activities to balance oneself, and when achieved, everyone is benefited with better levels of efficiency and productivity.
The Weighing Scale	The Main Tasks Versus The Ancillary	Participant 3: Currently, my work is taking much of my free time just to finish certain tasks and ancillary responsibilities. Simply to say, its unhealthy sometimes because of stress. I am always trying my best to balance everything by managing my time wisely. I always tried my best to be physically active and mentally able. I work out and play basketball to release the stress and to think clearly.
	Work-time Or Me-time	Participant 5: After office hours, I always try to focus on the time I have to spend for myself or with my friends. During weekends, I also try to not work on things that are not urgent so that I can spend more time for my family. It is a challenge for me as a mom of a 3-year-old toddler and a teacher at the same time in a far-flung area. With that, I am encouraging myself to have a me-time

The Highlights of Teaching

Teaching is a noble profession as many professionals would describe. However, in teaching there are ups and downs (Skedsmo & Huber, 2019). Although it depends on the teacher attributes, background, and skills, it is also the environment and the academic resources and instructional materials that are presently and readily available. This means that in teaching there are highlights. These highlights are the positive encounters and experiences of the teachers and the learners (Bhuana & Apriliyanti, 2021). Primarily, in this study, it focused on the teacher's lived experiences regarding the highlights in teaching. Further, the coping mechanisms, experiences, skills and other factors are contributory in seeing these highlights. The participants also provided their personal encounters written below.

Participant 4 said that,

As an elementary teacher with over 20 years of experience guiding individualized instruction and meeting with leaners coming from different family environment and background can help transform and help mold into a productive member of the society. One of the best things to live in the workplace is to be responsive and can attain as best implementor of the education system. Focused the needs of the learners and consider the teachers' welfare as one of the important factors in the teaching-learning scenario.

Participant 4 believed that experience is the best teachers. In the longest time in the service, the teacher was able to see that understanding the diversity of the learners will make you ready in preparing for your discussion. Preparation is very helpful in sustain excellent work performance. Another highlight was stressed out by this participant is when teachers are very responsive in contributing essential ways to improve the educational system. The participant also emphasized that when the learners are the focused in classroom discussions, the teacher will be very successful in delivering quality instruction.

Participant 1 said that,

In sustaining and coping mechanism in work-life balance and work-life spirituality based on my experienced were the following:
-to be a positive thinker
-always boost mental capacity by attending seminars/trainings and watching video clips
-use time wisely by coping relaxing activities/listen to music/sitting in nature
-give time to talk to the Lord
-pray the rosary every day
-attend regular masses every Sunday

These are the most activities to balance oneself, and when achieved, everyone is benefited with better levels of efficiency and productivity.

Participant 1 mentioned that there is a need to lay down important coping mechanisms that are necessary in sustaining survival in the educative process.

Participant 1 said that one of the highlights in teaching is to be a positive thinker. It is given that the environment is not perfect and it is the job of the teacher to address and augment the needs of the learners. In so doing, teachers are making the imperfect learning environment to a conducive learning environment. Being a positive thinker means that there is hope in everything and this is where the highlight can be seen and recognized. It is not only being positive thinker but also doing self-phased improvements, having a good connection with the Creator and able to balance all the activities. Having a well-managed self means that there is beauty in teaching.

The Weighing Scale

The experiences that this study focused more is on the work life balance, workplace spirituality and work performance of the teachers. Knowing how teachers cope with the academic pressures and stress, they also compromised their personal needs (Souto-Manning & Melvin, 2022). It is pertinent to look into how these teachers are surviving despite of the different tasks given to them, not to mention the administrative responsibilities. Aside from these, teachers are given ancillary tasks that can further compromised their needs as a person and their family's needs as well. They need to weigh things and prioritized the most important one. In looking for ways on how to remediate these challenges, teachers must find the best way to alleviate their circumstances. Not just the teachers that can find alternative solutions and sound decisions but the administrators and the researches that can provide management plan as a source of reliable reference.

Participant 3 expressed that,
Currently, my work is taking much of my free time just to finish certain tasks and ancillary responsibilities. Simply to say, its unhealthy sometimes because of stress. I am always trying my best to balance everything by managing my time wisely. I always tried my best to be physically active and mentally able. I work out and play basketball to release the stress and to think clearly.

This participant is concerned about finishing the main tasks while accomplishing also some ancillary responsibilities. This kind of arrangement can be a contributor to stress. If the teacher is stressed with so many responsibilities, the tendency is, the teacher can focus on what to accomplish first. Tasks may be accomplished at the end of the day but the quality of the work outcome will be questioned in terms of its quality. Participant 3 is able to absorb everything through having diversion such playing basketball to be physically and mentally active. Having diversion is vital in alleviating stress and eradicating stressors. Once the stress is released, as what the participant said, teacher can think clearly.

Participant 5:
After office hours, I always try to focus on the time I have to spend for myself or with my friends. During weekends, I also try to not work on things that are not urgent so that I can spend more time for my family. It is a challenge for me as a mom of a 3-year-old toddler and a teacher at the same time in a far-flung area. With that, I am encouraging myself to have a me-time every now and then and taking break after experiencing pressure and stress from work like going to new places I've never been before and catching up with families and friends.

The question of having a me-time has been a source of intellectual discussions around the globe. Me-time is sometimes defined as a way to breathe in the middle of something that is clouded by different pressures and demands. Me-time in the language of education specifically to describe the teachers' time is to step aside school-related tasks and have an activity wherein the teacher can reflect and provide time for the family and friends. Participant 5 explicitly provided a significant reason why me-time is important. This can also help in balancing tasks in school and providing quality output wherein the learners can take advantage with.

The Support System

In teaching, it is important to establish a good support system. Basically, the best way to have someone to succeed to one's goal is to have people around to push and help in order to materialized the desired dream. Indeed, no man is an island. Having a good support system especially at work can make the environment's atmosphere a comfortable place to grow. This means that personal and professional growth and development can be affected by the different factors such as the people around and the environment itself. Support system means that someone can be there for you through thick and thin.

Furthermore, it is also a way to elevate one's feeling when down due to different challenges and adversities at work and at home. This can be exemplified through the different words from the participants.

Participant 7 said that,

As a neo fighter in this institution, I find it difficult to cope with work and personal time. I am pressured to doing things the best as I could and made sure to meet this before deadlines even if it means giving up most of my personal time. With this, I also just feel so blessed having a very supportive family and friends that made sure, I still enjoy despite these pressures.

Coping with the responsibilities at work and personal needs can be very difficult to handle. At times, pressures and stress can be the main reason why someone must need a person to talk to. Participant 7 mentioned that as a new teacher in the academic institution, it is very hard to weigh things at first not to mention that when you are new, it is given that being idealistic is what usually can be seen. A new teacher is having that length of time to adjust with the nature of the work and on how to embrace the reality in the field of education. Despite with this, a new teacher should have a support system. Participant 7 said that it the family members who are there for all the undertakings to both at work and at home.

Participant 2:

I am so happy and blessed with my experience in my work place because I worked with the 14 teachers in school with different talents and expertise. All of them worked hard and committed to their job. With these made my work easier and comfortable.

Having a helping environment is necessary in growing as a person and as a professional. Helping environment means working in a non-toxic environment and this is about the different people whom you are working with. Participant 2 reiterated the importance of having colleagues that can assist you in understanding the nature of the job and how to survive. It is not also that surviving is the key to be successful but also to thrive in the midst of adversity. Participant 2 made a conclusion that when good people are around you, academic tasks and responsibilities are done in an easy and smooth-sailing way. People in the workplace can really enhance work performance as well aside from the workplace spirituality and work-life balance.

Conclusion

In sustaining an outstanding work performance, it is vital to consider work-life balance and workplace spirituality. Since work-life balance accentuate the importance of valuing work and the life after work as stipulated in the Work/Life Border theory, workplace spirituality establish a sense of compassion and peaceful communication towards others, seeing the lens of having a mindful inner consciousness which enables transcendence as indicated in the theory of respectful pluralism. As highlighted in this study, as to the correlation of the respondents' work performance, managing stress, self-management and development are two essential variables that need to be considered as this marked a significant affect to the work performance of the teachers. This means that administrators should pay attention as to how teachers are managing their stress. To this end, once the teachers are able to perform well inside the school, the school principal will have less worries in terms of school productivity.

This study highly recommends that future researches can be initiated in getting a bigger audience of the study so that other voices of the teachers can be heard on how they balance work and the life after work. Journal entries may be suggested to all teachers as they look for ways in order to establish a mindful inner consciousness in the pursuit of meaningful work. This study recommends seminar and workshops that will target the constructs of this study most especially the ones identified as correlated with work performance such as the managing stress, self-management and development.

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