

MAKING SENSE OF TRANSFORMATIVE LEARNING THROUGH WORK-LIFE BALANCE, LEISURE, AND WORKLOADS OF ELEMENTARY TEACHERS

Sonia L. Dajao, EdD^a, Eden C. Callo EdD^{b*}

sonia.dajao001@deped.gov.ph

^aMaster Teacher I, DepEd Mangilag Norte Elementary School, Candelaria, Quezon 4323 Philippine

^bVice President for Academic Affairs, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

Abstract

This study investigated the transformative learning through work-life balance, leisure, workloads of elementary teachers. The study employed a descriptive-correlational approach which includes 318 out of 572 public elementary teachers in Candelaria East and Candelaria West District of the Division of Quezon during the School Year 2023-2024. The data were gathered using a validated survey questionnaire.

Frequency, percentage, mean, standard deviation, Pearson r and multiple regression were utilized as statistical treatment. Specifically, it sought to determine if work-life balance significantly relate to transformative learning. Likewise, it also sought to determine the mediating effect of leisure on the relationship between work-life balance and transformative learning. Moreover, it sought to find out whether teachers' workload significantly moderate the relationship between work-life balance and transformative learning.

Findings revealed that teachers' respondents manifested the work-life balance, leisure and transformative learning. The variables that affect the teacher's workload are the amount of non-teaching task such as data imputation, marking reporting is interpreted as moderately heavy workload. It is revealed in the study that there is a positive significant relationship between the work-life balance and the transformative learning. Moreover, leisure partially mediated the relationship between work-life balance and transformational learning underscores the intricate interplay between personal well-being and professional growth. However, workload is partially moderated to the work-life balance and transformative learning of teachers. The study recommends that through the assistance of the School Heads may develop and promote enriched leisure development programs understand and acknowledge teachers and other school personnel have variety of leisure needs. Activities that will assist teachers ongoing growth and development, including trainings in action research that involves collecting and analyzing data from their classroom's.

Key Words: work-life balance, leisure, workloads, transformative learning

Introduction

An integral part of human growth and survival is education. Education is a universal tool for the advancement of science, technology, society, and politics. It gives educators the knowledge and abilities they need to effectively contribute to the growth of the country. Since teachers have the most influence on school outcomes, it is imperative that they possess the newest skills and information possible in addition to a strong sense of passion and dedication to their work. According to Nwokolo (2017), these are the most crucial human resources for implementing curricula. For teachers, work-life balance has proven to be crucial. Work-life balance is defined by Mmakwe, Anthonia, and Ukoha (2018) as an individual's perception that work and nonwork activities are complementary, support growth, and align with one's current life goals. The dynamic of a person's lifestyle with regard to work and personal obligations, as well as the influence they have on all facets of job performance and effectiveness, is represented by the work-life balance (Singh, Nakave & Shah et al., 2020). However, employees who achieve work-life balance may benefit their employers in a variety of ways, including increased motivation, productivity, and reduced stress (Johari, Tan & Zulkarnain et al, 2018)

Keeping a healthy work-life balance benefits the relationship and one's health, but it can also increase an employee's productivity and ultimately, performance. However, leisure plays a vital role in assisting people in maintaining a high standard of living and managing the stressors associated with their jobs. It can assist people in managing their work-related skills more effectively and lowering stress. Teachers would be able to better manage their stress, escape the demands of the job, and enhance work-life balance by engaging in recreational activities. A person's leisure experience is the process by which they participate in their favorite pastimes. People's beliefs about the importance of leisure in shaping one's personality and self-development increase with the frequency of participation in leisure activities

Engaging in leisure activities can help reduce stress, promote relaxation by engaging in enjoyable experiences, and foster the development of new social connections. According to Kuykendall et al. 2018, people value leisure and believe it is essential to a happy existence. It is the ideal setting for implementing leisure activities that enhance wellbeing.

In the context of diverse professions, it is essential to examine the work-life balance of teachers, as their heavy workload can potentially compromise this aspect. According to Bongcos and Ancho's (2019) study on the professional workload of Filipino teachers, the majority of teachers work beyond regular teaching hours. Teachers frequently burn out from working too much without receiving enough support, which ultimately causes them to quit their jobs.

For this reason, encouraging teachers to be more motivated in their leisure activities can help them achieve a better work-life balance. Stress management activities have the potential to increase productivity and resource development. It will help them be more successful, driven, and productive at work. In addition, it will improve their sense of balance in life and help them strengthen their relationships with others.

According to Johari, Tan, and Zulkarnain (2018), teachers serve as managers, planners, facilitators, and role models in the community in addition to being educators who convey knowledge. For this reason, teachers are essential to today's society. They act as mentors to the younger generation, exhibiting dedication and leadership while also educating and empowering them. For educators to function effectively, it is imperative that they are content with their working environment. The researcher believes that work-life balance is the preserving of a balance between work and home duties. Majority of the research indicates that contented families

are happy, the work environment becomes a conflict-free and enjoyable place (Mmkwe, Antonia & Ukoha 2018) therefore, work-life balance plays an important role for the teachers.

Maintaining work-life balance is an important facet of the lives of working individuals. Without it, there are increasingly negative consequences including mental and physical health problems, burnout, and leaving jobs or changing careers. There are many negative effects of work-life imbalance that are common across careers with some specifically more severe for teachers.

The purpose of this study was to explore the transformative learning through work-life balance, work-leisure, and workload of elementary teachers. To determine if work-life balance significantly relate to transformative learning. Likewise, it also determines the mediating effect of leisure on the relationship between work-life balance and transformative learning, and moderating effects of workload to the relationship between the work-life balance of a teacher and transformative.

Transformative learning is a crucial process that aids people in expanding their knowledge, viewpoints, and beliefs, which eventually promotes personal development. According to Samsona (2021) It also boosts a person's confidence in overcoming obstacles in life and aids in the development of self-understanding. It can encourage self-development and assist people in understanding things more thoroughly.

1.1 Conceptual Framework

The study showed the significant relationship between work-life balance and transformative Learning in terms of satisfaction with family and self-life, self-appreciation of work, job satisfaction and flexible environment, stress management and time management. The transformative learning in terms of disorienting dilemma, critical assessment, planning a course of action, acquiring of new skills, and building competence and self-confidence.

The study also showed the leisure in terms of type of leisure, motivation, recreation and wellness mediate the relationship of work-life balance and transformative learning of teachers. The study also brought if teachers workload significantly moderates the relationship between work-life balance and transformative learning.

The hypothesis that work-life balance of teachers does significantly related to transformative learning, the leisure of teacher does not mediate the relationship of work-life balance and teacher workload does not significantly moderate the relationship between work-life balance and transformative were tested in this study.

The researcher conducted a thorough investigation into making sense of transformative learning through work-life balance, leisure and workloads of elementary teachers of Candelaria East and West district, Division of Quezon for school Year 2023-2024.

1.2 Statement of the problem

This study will determine the Transformative Learning through Work-life Balance, Leisure, and Workloads of Elementary teachers to prepare and enable them to effectively carry out their current positions.

Specifically, this study aims to answer the following questions:

1. How do teacher respondents perceive their work-life balance in terms of: Satisfaction with family and self-life, Self-appreciation of work, Job satisfaction and flexible environment, Stress management, and Time management

2. How do teachers respondents perceive their work leisure in terms of: Type of Leisure, active, passive, social, solidarity, Motivation, Recreation, Wellness
3. How do teacher respondents perceive their transformative learning in terms of Disorienting dilemma Critical assessment, planning a course of action, Acquisition of knowledge, Building competence and self-confidence
4. Is there a significant relationship between the work-life balance of teachers and transformative learning of the teachers?
5. Does the work leisure of teachers significantly mediate the relationship between work-life balance and transformative learning of teachers?
6. Does a teacher's workload significantly moderate the relationship between the work-life balance of a teacher and transformative learning?

Research Hypotheses

1. The Work-life balance of the teachers is not significantly related to transformative learning of the teachers.
2. Leisure of teachers does not significantly mediate the relationship between work-life balance and the transformative learning of teachers.
3. Teacher workload does not significantly moderate the relationship between work-life balance and transformative learning.

2. Methodology

This researcher utilized a quantitative research design and a descriptive correlational research method. It is a fact-finding investigation with adequate and correct interpretation. This was used to collect data on transformative learning through work-life balance, leisure and workloads of Elementary teachers. Without influencing or changing any of the variables, correlation research examines the relationship between them. According to (Esser et al. 2017), a correlation shows the direction and strength of a relationship between two or more variables. The study analyzed and interpreted the variables using a quantitative research approach. The analysis, organization, and interpretation of all the data were done using descriptive and inferential statistics. The data will be collected through a researcher made survey questionnaire consisting of five parts. The first part deals with the Profile of the respondent's in terms of age, gender civil status, years in service, designation and educational attainment of teachers. The second part will highlight the respondent's perception of work-life balance in terms of satisfaction with family and self-life, self-appreciation of work, job satisfaction and flexible environment, stress management and time management. The third part will assess the leisure of teachers in term of type of leisure active, passive, social, solidarity, motivation, recreation and wellness. The fourth part deals with the teacher's workload and the fifth part is the transformative learning of teacher in terms of disorienting dilemma, critical assessment, planning a course of action, acquisition of knowledge, building competence and self-confidence.

Statistical analyses included frequency, percentage, mean and standard deviation Pearson Product-Moment Correlation Coefficient to asses' relationships, and regression analysis for mediation and moderation analysis. Ethical considerations were observed to ensure privacy, confidentiality, and integrity throughout the study

FINDINGS

Table 1. Summary Table on the Extent of Manifestation on Work- life Balance of Teachers

Work-life Balance	Mean	SD	Verbal Interpretation
1.Satisfaction with family and self- life	4.06	0.58	Manifested
2.Self-appreciation of work	4.15	0.56	Manifested
3.Job satisfaction and flexible environment	4.09	0.56	Manifested
4.Stress management	4.01	0.58	Manifested
5.Time management	4.02	0.59	Manifested
Overall	4.07	0.51	Manifested

Legend: 4.50-5.00 Strongly Agree/ Highly Manifested, 3.50-4.49 Agree/ Manifested, 2.50-3.49 Moderately Agree/ Moderately Manifested, 1.50-2.49 Disagree/ Slightly Manifested, 1.00-1.49 Strongly Disagree/ Not Manifested

Table 1 presents the summary table results of the teacher respondent's extent of manifestation on work-life balance of teacher. The result show that the teacher should have significantly manifested the work-life balance and observed got an overall verbal interpretation of "manifested" due to garnered total mean result of 4.07. It implies that teachers are satisfied with their work-life balance.

Teachers "manifested" Self-appreciation of work receiving the highest overall mean score of 4.15. This implies that teacher's respondents recognized their strengths and skills and using them to contribute to goals and values. They taking care of themselves physical and mental health and engaging in activities that nourish the body.

At the same time stress management were interpreted as "manifested". When there is a supportive network of family, friends and colleagues who respect boundaries and needs. They have a sense of purpose and meaning in life. Teachers feel happy and fulfilled with personal and professional roles and also, they can cope with stress and challenges in a healthy and positive way. The teacher's respondents practice positive coping skills to deal with stress, such as relaxation, exercise or meditation and they have time and energy to pursue personal interest and hobbies.

According to Clippa (2017) stress management it is essential for maintaining a positive work-life balance. Effective stress management can avoid burnout, increase output, and improve one's general wellbeing. It enables greater resilience, improved focus, and fully enjoy of one's personal and professional life.

The teachers have a plan for each day and create a list of tasks with estimated time frames, they set a long term and short- term goals that align with personal and professional values. To attain a work-life balance, they also plan time for social connections, hobbies, physical activities, and self-care.

The findings indicate that the teachers in Candelaria East and West are happy with their teaching conditions they have a clear purpose and direction for their work. They are motivated and enjoy their work. They have a supportive school administrator, have a positive relationship with fellow teachers and a conducive work atmosphere.

Table 2. Summary in the Extent of manifestation in Leisure

Leisure	Mean	SD	Verbal Interpretation
1.Type of Leisure (Active, Passive, Social, Solidarity)	3.99	0.61	Manifested
2.Motivation	4.27	0.58	Manifested
3.Recreation	4.26	0.58	Manifested
4.Wellness	4.28	0.59	Manifested
Overall	4.20	0.52	Manifested

Legend: 4.50-5.00 Strongly Agree/ Highly Manifested, 3.50-4.49 Agree/ Manifested, 2.50-3.49 Moderately Agree/ Moderately Manifested, 1.50-2.49 Disagree/ Slightly Manifested, 1.00-1.49 Strongly Disagree/ Not Manifested

Table 2 The result show that the teacher has significantly manifested in leisure and got an overall verbal interpretation of **manifested** due to garnered total mean result of 4.20. It demonstrates that leading a healthy lifestyle that incorporates recreational activities is essential to improving well-being in addition to relieving stress. Wellness got the highest mean score of 4.28 with a verbal interpretation of “manifested”. It implies that teachers’ respondents manifested wellness that promotes spiritual growth, they create a more positive self-image and they can improve interpersonal relationship through leisure. They can eliminate work-related stress, and fatigue and restore physical health. In terms of leisure motivation teachers’ respondents helps to improve their self-confidence, they can enhance psychological satisfaction and give a sense of accomplishment by boosting the sense of work achievement.

The type of leisure got the lowest mean of 3.99 both interpreted as “manifested”. It implies that teachers desire leisure that can provide peace, spirituality, self-awareness and well-being. They wish to have leisure that involves being alone and doing personally meaningful reflection or self-care. Teachers was participated in the retreats, workshop, seminars that focused on spirituality and personal growth that offer valuable guidance and support on the journey greater wellness and spiritual fulfillment. Teachers choose leisure that involves interacting with other people such as family, friends and colleagues to have an emotional support, belonging, communication and fun that motivates his/her to go on with his/her life.

Table 3. Summary in the Extent of Manifestation on Transformative learning of Teachers

Transformative Learning	Mean	SD	Verbal Interpretation
1.Disorienting dilemma	3.98	0.63	Substantial Change
2.Critical Assessment	3.98	0.61	Substantial Change
3.Planning a course of action	4.14	0.62	Substantial Change
4.Acquisition of knowledge	4.13	0.59	Substantial Change
5.Building Competence and Self Confidence	4.08	0.61	Substantial Change
Overall	4.06	0.54	Substantial Change

Legend: Legend: 4.50-5.00 Significant, 3.50-4.49 Substantial, 2.50-3.49 Moderately Change/ ,1.50-2.49 Minimal Change,1.00-1.49 Minimal Change

Table 3 presents the summary of teachers transformative learning which got an overall mean of 4.06 and have a verbal interpretation of “**substantial change**”

Transformative learning of teachers to be more focused on planning a course of action (Mean=4.14). The teacher’s respondents participate in professional development programs that expose them to new theories, practices and feedback. Teachers in Candelaria East/West District are required to attend the School Based in Service Training for Teachers to update their professional skills and practices and for improving teaching and learning which lead to better job performance. They integrate technology, media, and online resources to enhance teaching and learning outcomes.

In term of acquisition of knowledge (Mean =4.13). A transformative teacher provides an opportunity for learners to apply their new knowledge and skills in meaningful contexts. They create a supportive and respectful learning environment and encouraging critical reflection and dialogue. They provide opportunities to learners to apply their new skills in meaningful contexts. They examine their assumptions and values learn from diverse perspectives and become agents of change. On the other hand, participating in facing personal or professional crises or transition that disrupt their sense of identity and purpose and compel them to seek new meaning and directions. This implies that the teachers in Candelaria East and West always have an opportunity for growth. It involves self-reflection looking for mentorship or assistance from peers, and accepting change as an opportunity to re-evaluate one’s objectives and identity.

They also perceived building of competence and confidence (Mean 4.08). Teacher respondents display self-confidence to cope with any challenge with powerful force, motivation and empowerment.

Table 4. The variables that affect teacher’s workloads in teaching.

Indicators	Mean	SD	Interpretation
1. The number of teaching hours and subjects assigned to the teacher.	3.78	0.97	Moderately heavy Workload
2. The class size and the diversity of student's needs and abilities.	3.91	0.88	Moderately heavy Workload
3. The amount of non-teaching tasks such as data imputation, marking, reporting, and administrative duties.	3.99	0.86	Moderately heavy Workload
4. The availability and quality of learning facilities and resources	3.94	0.86	Moderately heavy Workload
5. The level of support and recognition from the school management, colleagues, parents, and students	3.93	0.88	Moderately heavy Workload
Overall	3.91	0.75	Moderately heavy Workload

Legend: 4.50-5.00 Very Strongly affected/ Heavy Workload 3.50-4.49 Strongly affected/ Moderately Heavy Workload 2.50-3.49 Normally Affected/Normal Workload 1.50-2.49 Lightly Affected/Moderately Light Workload 1.00-1.49 Not at all/ Light Workload

Table 4 The overall mean score for the teacher’s workload is 3.91, interpreted as “moderately heavy workload” for teachers. Teachers amount of non-teaching tasks such as data imputation, marking, reporting, and administrative duties (Mean=3.99). The availability and quality of learning facilities and resources (Mean=3.94). The class size and the diversity of student's needs

and abilities (Mean= 3.91) The level of support and recognition from the school management, colleagues, parents, and students (Mean=3.93).

This suggests that while teachers face challenges in completing their workload, they manage to do so because their workload is determined by national standards for teacher effectiveness, which will subsequently serve as the foundation for their performance evaluation. They require a lifetime of dedication to function well despite managing several supporting roles. It was a complete package of perseverance, sacrifice, and resolve. This calls for comprehensive preparation in addition to optimism and determination; they also need to be strategic (Villanueva et al., 2022).

Similar to the results of the study by Yazon and Ang-Manaig (2019), teachers occasionally attempt to multitask and strongly believe that they have too much work to accomplish. According to Bongco and Ancho (2019), teachers find it difficult to finish required activities in the allotted eight hours of labor. All of the participants agree that the allotted time is insufficient to complete the tasks at hand.

Since they work for the government, teachers are expected to be dedicated and selfless in their service to the community, school, and students. They must put in long hours and heavy workloads as part of their job because they have tenure security and a regular salary. Good teachers put in a great deal of effort and work.

This implies that teacher-respondents have to juggle various non-teaching task in addition to their primary role of teaching. It can be quite demanding and requires good time management skills. Despite of moderately heavy workload experienced by the teachers in Candelaria East/ West though they are bombarded with obligations and responsibilities because of their teaching job. Additionally, it provides teachers with experiences that optimize their professional development and inspire them to take the lead, exercise critical thinking, take initiative, and initiate progressive practices

Table 5. Correlation of Work-life Balance of a teachers and Transformative Learning

Work-Life Balance	Transformative Learning					Transformative learning
	Disorienting dilemma	Critical Assessment	Planning a course of action	Acquisition of Knowledge	Building Competence and Self Confidence	
Satisfaction with family and Self-life	.384**	.451**	.392**	.367**	.395**	.450**
Self-appreciation of work	.486**	.499**	.499**	.496**	.519**	.565**
Job satisfaction and a Flexible environment	.392**	.464**	.415**	.417**	.443**	.482**
Stress management	.468**	.482**	.449**	.451**	.457**	.522**
Time Management	.425	.464**	.421**	.425**	.445**	.491**
Work-life Balance	.487**	.534**	.492**	.485**	.511**	.567**

** Correlation is significant at the .01 level (2 Tailed).

Table 5 reveals the correlation between work-life balance and transformative learning declared a positive significant relationship between the variables of work-life balance and transformative learning. It denotes that the teachers work-life balance of having a self -appreciation of work by recognizing their skills and using them to contribute to goals in values and seeking feedback from others, accepting compliments and constructive criticism with grace and attitude and pursuing passions and interests, and finding joy and meaning and life. Teachers acquire a transformative learning through building competence and self-confidence by coping with any challenge with powerful force, motivation and empowerment as a result, there is a substantial correlation between work-life balance and transformative learning of teachers fostering and maintaining teacher excellence.

On the other hand, it can be noted that there is also existing positive relationship between stress management and extent of transformative learning in terms of disorienting dilemma ($r=468$) critical assessment ($r=4.82$) planning a course of action ($r=449$) acquisition of knowledge ($r=451$) building competence and self-confidence ($r=457$)

It is supported by the study of (Gitonga et.al 2022) Teachers are considered as one of the influential people in the society. They are honored and respected because they have an important role in education. By demonstrating a healthy work-life balance they teach student the importance of self-care, time management and maintaining fulfilling personal lives. Teachers' well-being, job satisfaction, self-appreciation and efficacy in the classroom are directly impacted by work-life balance, and it is crucial for them to be content with their careers. This satisfaction translates into higher morale, motivation, and commitment to their student and school community. Transformative learning it foster self-reflection, critical thinking and questioning assumption leading to personal growth and development. It promotes people to make a lifetime commitment to learning and development, which enables them to keep growing throughout their lives on an intellectual, emotional, and spiritual level.

Table 6. Mediation Analysis of Leisure to the Relationship between the Work-Life Balance and the Transformational Learning

Effect		Estimate	SE	95% Confidence Interval		t	P
				Lower	Upper		
Direct		.3066	.0647	.1794	.4338	4.7423	.0000
Indirect		.2721	.0588	.1570	.3924		
Total		.5787	.0484	.4836	.6739	11.9666	.0000

Effect		Estimate	SE	95% Confidence Interval		t	P
				Lower	Upper		
Work-Life	Bal.						
Transformational	-->	.3066	.0647	.1794	.4338	4.7423	.0000
Work-Life Bal.	--> Leisure	.7188	.0408	.6386	.7991	17.6299	.0000
Leisure	--> Transformational	.3786	.0633	.2539	.5032	5.9772	.0000
WLB	--> L --> TL	.2721	.0588	.1570	.3924		

The table 6 shows the mediating analysis of leisure to the relationship between the work-life balance and transformational learning. The results revealed a significant indirect effect of the leisure to the work-life balance and transformational learning. Furthermore, the direct effect of

work-life balance and transformational learning in presence of the mediator was also found significant ($p = .0000$, $t = 4.7423$). Hence, the leisure partially mediated the relationship between the work-life balance and transformational learning.

The finding that leisure partially mediated the relationship between work-life balance and transformational learning among teachers underscores the intricate interplay between personal well-being and professional growth. It suggests that achieving a balance between work and leisure activities can positively influence teachers' capacity for transformative learning experiences.

By engaging in leisure pursuits, teachers may recharge and replenish their energy, which in turn enhances their receptiveness to transformative learning opportunities within their professional lives. This highlights the importance of promoting work-life balance initiatives within educational settings as a means to foster continuous personal and professional development among teachers.

Teachers in Candelaria East and West District in the Division of Quezon engage in leisure to sustain their passion for their teaching and their feeling of well-being amidst a wide range of demanding work environment. Engaging in leisure play a significant role in reducing their stress both mental and physical and preserving their quality of life. Teacher with a higher level of leisure satisfaction and good quality of life can be more committed in teaching. It is supported by the study that engaging in meaningful leisure activities is positively correlated with a sense of purpose in life, personal development and better health, stronger social bonds, good emotions and contentment with life, and self-efficacy in the workplace. (Kelly et al.2020).

Table 7. Moderating Workload of the Teachers on the Relationship between the Work-Life Balance and Transformative Learning

	Estimate	SE	95% Confidence Interval		z	P
			Lower	Upper		
Work-life balance	.4796	.0438	.3938	.565	10.95	<.001
Workload	.2785	.0295	.2206	.336	9.43	<.001
Work-life Bal-Workload	.0812	.0590	-.0344	.197	1.38	0.169

Effect	Estimate	SE	95% Confidence Interval		z	P
			Lower	Upper		
Average	.480	.0439	.394	.566	10.92	<.001
Low(-1SD)	.419	.0594	.302	.535	7.05	<.001
High (+1SD)	.541	.0653	.413	.669	8.27	<.001

Note shows the effect of the predictor work-life balance on the dependent variable (transformative learning) at different levels of the moderator (workload)

A moderation analysis was tested to investigate whether the association between work-life balance and the transformational learning of the teachers depends on workload. In the analysis

a moderation test was run with perceived work-life balance of the teachers as the predictor, transformative learning as the dependent, and workload as a moderator.

There was a significant main effect found between perceived work-life balance of teachers and transformative learning, $b=0.479$ $z= 10.95$ $p<.001$ and nonsignificant main effect of workload on work-life balance of teachers $b=0.278$ $z= 9.43$ $p<.001$. There was significant interaction found by workload on perceived work-life balance and transformative learning $b=0.0812$ $z= 1.38$ $p.169$.

It was found that participants who reported higher than average level of workload of teachers has a greater effect to work-life-balance and transformative learning $b=0.541$ $z= 8.27$ $p<.001$ when compared to average or lower than average level of workload $b=0.480$ $z= 10.92$, $p<.001$, $b=0.419$ $z= 7.05$, $p<.001$. From these results it can be concluded that the effect of perceived work-life balance on transformative learning is partially moderated by workload of teachers.

As recorded, Candelaria East and West District teachers reported moderately heavy workload in their workplace but they perceived it as a combination of teaching and non-teaching related task. The teacher employed a blend of problem and emotion coping strategies to manage stress in their working station. Moreover, it was believed that teachers in public schools frequently dealt with work heavy workload and that teachers always find ways to cope, no matter how difficult the circumstances. An effectively controlled and proportioned workload can sustain a teacher's productivity, uphold their work-life balance, engaged in leisure activities, enhance their caliber of teaching.

Furthermore, the Department of Education Order No.002 s.2024 provides guidelines on the immediate removal of administrative tasks of public-school teachers to enable them to focus on the teaching and learning process and become effective facilitators of learning. This implementation significantly lessens teachers' workloads and stress. It also gives teachers more time to devote to their professional development and uplift the work-balance of public-school teachers to support them to teach better to realize quality learning among Filipino Learners.

Conclusions

In the light of the findings, the following are hereby concluded:

The hypothesis being posited is not significantly related, therefore, there is a significant relationship between the work-life balance and the transformative learning. The hypothesis on mediation analysis is not supported, therefore, the leisure of teachers significantly mediates the relationship between the work balance and transformative learning of teachers.

Based on the moderation analysis that teacher workload has not significantly moderate with the work-life balance and transformative learning is not sustained.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered First it is recommended that through the assistance of the School Heads may develop and promote enriched leisure development programs be understand and acknowledge by the teachers, employees, and other school personnel have variety of leisure activities.

The activities that will assist teachers ongoing growth and development, including trainings in action research that involves collecting and analyzing data from their classroom's utilization of various coping mechanism that were proven highly effective in this study, may be considered in the program.

Reducing the tasks that are no longer pertinent to teaching is the recommended way for the Department of Education (DepEd) to address concerns about teachers' workload. It entails hiring people or making things specifically for the administrative staff in public schools so that these positions can carry out the administrative tasks.

That future researcher may undertake the same study in order to confirm or refute the findings of the study and to obtain additional data regarding on the influence of work-life balance. They should keep focusing in leisure motivation and leisure needs, and explore on more innovative and creative approaches to implementation of leisure program.

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