

Between Bells and Bonds: The Struggles and Resilience of Married Teachers in the Double-Shift System

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Abstract

Double-shift class system is a social problem. I explored the struggles, coping strategies, and learning insights in working under the double-shift system. Descriptive qualitative design, purposive sampling technique, in-depth interviews and thematic analysis were the methods I applied. The data from eight married teachers revealed that participants working under the double-shift system experienced difficulties in balancing professional and family responsibilities. They addressed these challenges through effective time management, structured routines, prioritization, and boundary setting. They learned the importance of planning, discipline, support systems, self-care, and shared responsibilities in maintaining work–life balance and family well-being. Academic leaders may improve married teachers' work-life balance in the double-shift system by implementing workload management, strengthening institutional support, and offering professional development to reduce fatigue, burnout, and emotional strain. Future research may use mediating analysis and Exploratory Factor Analysis to examine married teachers' coping strategies, challenges in the double-shift system, insights gained, and the underlying dimensions of their struggles.

Keywords: Between bells and bonds, struggles and resilience of married teachers, double-shift system

INTRODUCTION

The Problem and Its Settings

In global context, the double-shifting class system is utilized in various countries to address educational challenges such as overcrowding and resource constraints. In Japan, for instance, while not as prevalent as in developing nations, certain urban areas have experimented with modified double-shifting to optimize classroom usage (OECD, 2018). Teachers in these systems face increased workloads, reduced preparation time, and heightened stress levels. A study in Nigeria revealed that teachers in double-shift schools reported higher levels of burnout compared to their counterparts in single-shift schools due to the relentless demands and limited opportunities for rest and professional development (Olubusayo, 2021). These challenges underscore the need for comprehensive support systems to mitigate the adverse effects on teacher well-being and instructional quality globally.

Locally, the Philippines has implemented double-shifting to cope with high student-to-teacher ratios and inadequate infrastructure (Department of Education, 2022). Filipino teachers encounter similar challenges, but with contextually nuanced issues. In addition to increased workload and stress, they often contend with large class sizes, limited resources, and socio-economic disparities among students. Research indicated that the pressure to meet curriculum demands while addressing the diverse needs of students in both shifts can be overwhelming, leading to decreased job satisfaction and potential burnout (Reyes et al., 2023). These localized challenges necessitate tailored coping strategies and support mechanisms that are sensitive to the specific cultural and educational landscape of the Philippines.

Existing studies on double shift or class-shifting systems in the Philippines highlighted issues such as overcrowded classrooms, resource shortages, and increased workload that negatively affect instructional quality and teacher welfare (Mahilum & Paglinawan, 2025; while others focus on teacher coping in contexts like modular or new normal learning (Agayon, Agayon & Pentang, 2023). However, the specific challenges and coping mechanisms of junior high school teachers under the recently implemented double shifting class

system, particularly within localized context such as in one of the schools in the Division of Davao City from SY 2024 to present, remain largely unexplored. Current literature emphasizes broad challenges and general coping strategies but pays little attention to context-specific mechanisms related to classroom management, instructional adaptation, and teacher well-being. Moreover, methodological limitations, such as longitudinal studies, restrict understanding of how coping evolves as the policy unfolds. Therefore, this study aims to address this gap by examining the challenges, coping mechanism, and insights of the junior high school teachers in navigating the double shift class system. It is for this reason that I conducted this research.

Significance of the Study

This part of research highlights the importance of examining the challenges faced by married teachers working under the double-shift class system. Teacher's well-being is closely connected to Sustainable Development Goal 4, which promotes healthy lives and overall well-being for all. Heavy workloads, stress, and emotional demands can negatively affect teachers' mental and physical health; therefore, providing proper support, balanced responsibilities, and a positive work environment is essential in reducing burnout and maintaining motivation. I hope this study will benefit married teachers, school administrators, policy makers, students and educational institutions. For married teachers, the study may provide guidance in balancing professional duties with personal and family responsibilities while raising awareness of the physical, emotional, and psychological effects of double-shift work. School administrators and policy makers may use the findings to improve policies related to workload management and mental health support. Likewise addressing the challenges experienced by married teachers can help create a more motivated and effective teaching force, ultimately benefiting students and the overall learning environment.

Research Objectives

This study aims to explore the struggles, strategies and insights of married teachers working in double shift class system. It has the following questions:

1. What are the challenges working in double-shift class system as perceived by the married teachers?
2. What are the strategies in addressing these struggles as perceived by married teachers?
3. What are the perceived insights have married teachers gained from implementing these strategies to address work-life balance challenges in the double-shift system?

Assumptions

In this study, I assumed that married teachers experience unique challenges in working under a double-shift class system compared to their unmarried counterparts because of their dual responsibilities at work and at home. I also assumed that the demands of the double-shift class system increase workload and stress, which contribute to physical, emotional and mental exhaustion among married teachers. Furthermore, I assumed that these challenges are influenced by several factors, including family responsibilities and limited time for rest and personal life.

Theoretical Lens

My study is anchored on the Work–Family Conflict Theory by Jeffrey H. Greenhaus and Nicholas J. Beutell (1985), which explains the inter-role conflict that arises when the demands of work and family are mutually incompatible. Greenhaus and Beutell (1985) defined work–family conflict as “a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect” (p. 77). The theory identifies three major forms of conflict: time-based conflict, which occurs when time devoted to one role interferes with another; strain-based conflict, which happens when stress or fatigue from one role affects performance in another; and behavior-based conflict, which emerges

when behaviors required in one role are incompatible with those expected in another. In the context of married teachers working in a double-shift class system, these dimensions of conflict provide a strong theoretical basis for understanding their struggles in classroom management, instructional adaptation, and well-being, their strategies in addressing such struggles, and the learning insights derived from these strategies. Moreover, the theory may guide the formulation of an intervention framework that focuses on minimizing time, strain, and behavior-based conflicts through supportive policies, flexible work arrangements, and well-being programs.

Conceptual Paradigm

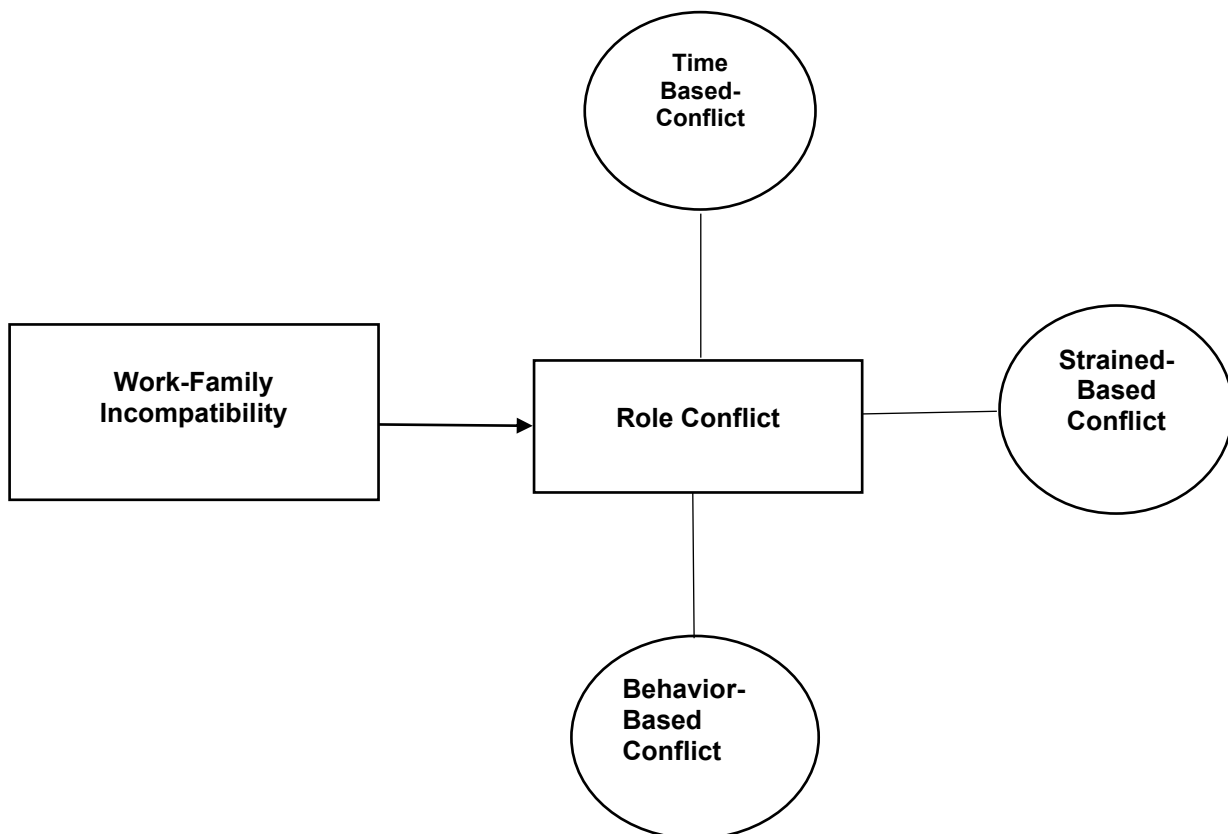


Figure 1. Conceptual Paradigm of Work–Family Conflict Theory by Greenhaus and Beutell (1985)

METHODOLOGY

In this chapter I presented the research design, sample and sampling, data gathering technique, data analysis, and ethical considerations.

Research Design

In this study, I applied descriptive qualitative research design. Descriptive qualitative research focuses on providing a direct and comprehensive description of experiences, events, and social realities based on participants' perspectives with minimal interpretation from the researcher (Oranga & Matere, 2023). This research design is appropriate when the purpose of the study is to answer questions related to what, how, and why a phenomenon occurs, particularly in educational and social contexts, through the use of interviews, observations, and other non-numerical data (Younas et al., 2023). Moreover, descriptive qualitative research provided flexibility in data collection enabled me to capture rich, meaningful, and contextualized responses that contributed to a deeper understanding of the phenomenon being studied (Oranga & Matere, 2023).

Locale of the Study

The study was conducted among the eight junior high school married teachers working in a double shift class system in one of the schools in the Division of Davao City. This school is one of the public secondary high schools in Talomo District, with 1,217 enrolled students in 30 sections with 56 teachers.

Sample and Sampling Technique

The participants of this study were eight married teachers assigned to one of the schools in the Division of Davao City. To ensure the reliability and relevance of the data, I ensured that all participants met the qualifications for participation in the study. Specifically, the participants consisted of married teachers who were part of the double-shift schedule and were purposively selected to

participate in the In-Depth Interview (IDI).

The participants for the IDI were selected using purposive sampling. According to Lune and Berg (2017), purposive sampling, also known as judgment sampling, involves selecting participants who possess specific characteristics relevant to the objectives of the research and are considered capable of providing rich and meaningful data.

Data Gathering Technique

In this study, I utilized in-depth interviews as a method of data collection. This is a qualitative data collection method that involves a one-on-one, open ended, and flexible interaction between the researcher and participant to explore perceptions and experiences in depth. According to Gill et al. (2024), qualitative interviews provide detailed, first-hand accounts of participants' lived experiences through open discussion and follow up questions for clarification. In addition, in-depth interviews are commonly used in studies that explore complex social phenomena requiring rich and contextual understanding, particularly in education and social research (Demirci, 2023; Gill et al., 2024). Moreover, interview techniques offer advantages such as rich qualitative data, flexibility in questioning, clarification of responses, and the ability to capture emotions and context (Gill et al., 2024; Braun & Clarke, 2023).

Data Analysis Technique

In gathering the data, I carefully evaluated and coded the responses to identify key themes and patterns related to the participants' challenges, strategies, and learning insights. I used methodological analysis of qualitative data. Methodological analysis is the systematic examination of the methods and used in a particular discipline, such as research. The study collected valuable information into the struggles faced by married teachers working in a double shift class, strategies addressing these struggles and insights of married teachers gained from implementing these strategies to address work-life balance challenges in the double-shift system.

I examined the textual data from the IDI by identifying key themes. This involves applying thematic analysis, which entails organizing the data into manageable themes, patterns, trends, and relationships (Mouton, as cited in Zireva, 2013). The aim of this analysis is to gain a deeper understanding of the various components of the data by exploring how concepts are connected and determining whether any recurring patterns or trends can be identified to develop meaningful themes.

In conducting the thematic analysis, I first familiarized myself with the data by repeatedly reading the transcripts and noting initial insights. I generated codes by systematically labeling meaningful features across the dataset and examined these codes to identify recurring patterns, which I organized into potential themes. I then reviewed the themes to ensure that they accurately represented the coded data and the participants' narratives. Afterward, I clearly defined and named each theme to capture its essence and analytic focus. Finally, I produced a coherent report that presented the themes, illustrated them using relevant participant responses, and explained how the analysis contributed to answering the research questions.

Trustworthiness of the Study

In this study, I established trustworthiness by adhering to the four criteria proposed by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability. I established credibility by conducting in-depth interviews with married teachers working under the double-shift class system, ensuring prolonged engagement with participants and applying member checking so that they could validate the accuracy of their responses and interpretations. I ensured transferability by providing thick, detailed descriptions of the participants' experiences and recommending that future studies be conducted in other schools within the Division of Davao City and similar educational settings to determine the applicability of the findings in broader contexts. To maintain dependability, I strictly followed systematic data collection and thematic analysis procedures, while keeping a detailed audit trail and research journal documenting all stages of the research process, including data gathering, coding, and interpretation. Finally, I ensured

confirmability by grounding all findings strictly on participants' narratives and verified transcripts, minimizing researcher bias through careful documentation and participant validation of the transcribed data and interpreted results.

RESULTS

In this chapter, I discussed the findings of my study. I also presented the modified paradigm.

The Challenges Working in Double-Shift Class System as Perceived by the Married Teachers

On Managing Work and Family Responsibility. As I listened during the interview, one participant spoke positively about how the morning shift helped her balance family responsibilities. One participant stated:

Kani nga schedule mas naka-balance ko sa akong responsibilities kay sayo mahuman ang klase, so mas taas akong time sa family. (This schedule helped me balance my responsibilities because classes end early, so I have more time for my family.) (IP01-Lines 1-3)

However, another participant expressed difficulty in balancing work demands and household responsibilities. The participant said:

I have struggled with managing my time when it comes to working load. (IP02-Lines 4-5)

One participant shared in a tired tone how early schedules affected her energy and family interaction, saying:

So since I work in the morning shift I need to come very early so I feel tired in the afternoon... I have less energy to do household chores and spend time with my family. (IP03-Lines 6-9)

Another participant remarked with concern regarding the demands of adjusting to a new workplace while handling family responsibilities. The participant noted:

Sometimes ginadala nako ang work sa balay... so it really affects my time specially my time to my family.” (Sometimes I bring work home... so it really affects my time, especially my time with my family.) (IP05-Lines 10-13)

One participant highlighted the challenge of lesson preparation while fulfilling her role as a mother, saying:

Mas focus ako sa responsibility ko as a mother... kaya nahihirapan ako sa pag-prepare ng lessons.” (I focus more on my responsibility as a mother... that is why I struggle in preparing my lessons.) (IP07-Lines 14-16)

Another participant emphasized that time management became one of the greatest challenges under the double-shift system. The participant pointed out:

For me ang challenge dito is time management talaga.” (For me, the challenge

here is really time management.) (IP07-Lines 17-18)

Reflecting on the participants' responses, I observed a common pattern of struggle in balancing teaching responsibilities with household obligations. The narratives revealed that married teachers constantly negotiate between professional demands and family roles, often sacrificing rest, personal time, and family interaction in the process. Throughout the conversations, I sensed that time management emerged not merely as a practical concern but as a structural burden created by the double-shift system itself. Listening to the participants, I could feel the exhaustion behind their words as they described waking up early, bringing work home, and struggling to remain physically and emotionally present for their families. These accounts suggest that the double-shift system creates overlapping responsibilities that place married teachers under continuous pressure to perform effectively both at school and at home.

On Physical, Emotional, and Mental Challenges Experienced by Married Teachers. During our conversation, one participant shared the physical exhaustion caused by the early morning schedule, stating:

So since I am working early in the morning shift I feel so tired physically because I wake up early, I also feel stress and mentally drained because of the workload. (IP03-Lines 19-21)

This sentiment was supported by another participant who described the draining effects of balancing teaching and family responsibilities, saying:

Physically tiring... because you're working two jobs as a married teacher and as teacher to your students. (IP04-Lines 22-24)

One participant remarked with frustration regarding the emotional changes she experienced due to stress, noting:

My emotion changed a lot because now it is easy for me to get angry." (IP05-Lines 25-26)

Another participant highlighted how lack of sleep and constant fatigue affected her daily functioning. The participant said:

Working in the morning shift I feel lack of sleep and constant tiredness. (IP03-Lines 27-28)

One participant spoke in a weary tone regarding the physical impact of stress and workloads, revealing:

Pag pagod ako... parang nahihilo ako, parang kulang yung strength ko." (When I am tired... I feel dizzy, like I do not have enough strength.) (IP07-Lines 29-31)

Another participant emphasized the mental strain caused by multiple teaching responsibilities, saying:

I feel mentally drained because I teach many classes... prepare lesson plans, PowerPoint presentations, check papers, and manage students. (IP03-Lines 32-35)

One participant also explained how workload and advisory duties intensified stress under the double-shift system. The participant remarked:

Dalawa po ang advisory ko... mahirap habulin ang oras namin. (I have two advisory classes... it is difficult to catch up with time.) (IP05-Lines 36-38)

Reflecting on the participant responses, I observed a consensus that the double-shift system produces significant physical, emotional, and mental strain among married teachers. The participants frequently associated the system with fatigue, sleep deprivation, irritability, stress, and mental exhaustion brought about by heavy workloads and extended responsibilities. Throughout our conversations, I sensed that the burden was not only physical but also deeply emotional, as participants struggled to maintain patience, energy, and emotional stability while fulfilling both professional and domestic expectations. Listening to these accounts, I could feel how the continuous cycle of teaching, household duties, and insufficient rest gradually wears down the well-being of married teachers. These experiences suggest that the demands of the double-shift system extend beyond instructional responsibilities and directly influence teachers' overall quality of life and personal well-being.

On Influence of the Double-Shift System on Family Relationships. As the interview progressed, one participant shared how fatigue reduced opportunities for bonding with family members, saying:

Sometimes I do not have enough energy to bond with my children and also to my spouse. (IP03-Lines 39-40)

Another participant expressed concern about the reduced time spent communicating with family, noting:

Shortened na ang time namin ngayon na mag-usap, shortened na ang time namin na mag plano. (Our time to talk and make plans

together has become shorter now.) (IP05-Lines 41-43)

One participant described how exhaustion affected communication at home:

We talk less in the morning because I need to rush and when I go home, I feel restless.
(IP03-Lines 44-45)

Another participant highlighted the difficulty of balancing school demands with family needs. The participant shared:

I cannot address the demands at home sometimes because of the work schedule and workloads. (IP05-Lines 46-48)

Despite these struggles, some participants also shared positive experiences regarding strengthened family relationships. One participant shared:

Yes, because of this schedule I have more time to talk with my husband and we always have enough time together. (IP01-Lines 49-50)

Another participant expressed that the schedule allowed greater bonding with family members, specifying:

It strengthened our relationship because we still have time to spend together after work.
(IP04-Lines 51-52)

Reflecting on the participant responses, I noticed that the influence of the double-shift system on family relationships varied depending on the teachers' schedules, coping strategies, and family dynamics. For some participants, the system created strain by

reducing quality time, communication, and emotional connection with their spouse and children due to exhaustion and demanding workloads. However, others experienced strengthened relationships because their schedules allowed more opportunities for bonding and shared activities. Throughout the conversations, I sensed that family support and adaptability played a crucial role in determining whether the double-shift system became a source of tension or connection within the household. Listening to these accounts, I realized that while the system places significant pressure on married teachers, the resilience and cooperation within families often become essential in helping them cope with these challenges.

The Strategies in Addressing the Struggles as Perceived by Married Teachers

On Time Management and Routine Adjustment. As I listened during the interview, one participant spoke with a sense of discipline regarding the routines she established to balance work and family responsibilities. One of the participants stated...

I make sure that I have one hour to do school-related work and before 8 done nako ana... then 9 o'clock naa na gyud ko sa bed. (I make sure that I have one hour for school-related work and before 8 I am already done with it... then by 9 o'clock I am already in bed.) (IP01-Lines 1-3)

This was supported by another participant who spoke in a tone that reflected organization and careful planning. The participant said:

I have these things to do list... unsa akong buhaton sa balay ug sa school. (I have this things-to-do list... what I need to do at home and in school.) (IP02-Lines 4-5)

A participant remarked with a tone of preparation and responsibility regarding her nightly routines, saying:

I prepare my lesson at night... preparing my children's uniform, their meal, their baon. (I prepare my lesson at night... including my children's uniforms, meals, and school supplies.) (IP03-Lines 6-7)

One participant shared in a firm tone, emphasizing the importance of separating professional and personal roles, saying:

From 6am to 3pm I am a teacher and from 3pm onwards I am a mother. (IP04-Lines 8-9)

Another participant emphasized prioritization as an important strategy in coping with multiple responsibilities, stating:

Naa koy mga to do list unsa tong mga ginabuhay nako dapat mahuman karon nga adlaw. (I have a to-do list of the tasks that should be finished within the day.) (IP05-Lines 10-11)

One participant added with a sense of practicality regarding the value of planning and time management, saying:

With time management and planning at home and at school nalalagay ko in order yung aking daily routine. (With time management and planning at home and at school, I am able to organize my daily routine.) (IP06-Lines 12-13)

Another participant highlighted the importance of maintaining focus by avoiding the overlap of work and household tasks...

Kung sa bahay ako, yung gawain sa bahay lang. Kung sa school ako, sa school lang. (If

I am at home, I only focus on household tasks. If I am at school, I only focus on school responsibilities.) (IP07-Lines 14-16)

Going back to the participant responses, I observed a consensus that time management and routine adjustment became the primary strategies used by married teachers in addressing the struggles brought about by the double-shift system. The participants consistently described the importance of creating structured schedules, setting priorities, preparing tasks ahead of time, and establishing clear boundaries between work and family life. This pattern suggests that organization and discipline served not only as practical coping mechanisms but also as a way for teachers to regain a sense of control over their demanding daily routines. Throughout the conversations, I sensed determination in the participants' voices as they described their efforts to carefully plan each day to avoid overwhelming situations. Even in the tone of IP04's statement, I could sense a strong commitment to preserving both professional efficiency and family presence through intentional role separation. Listening to these accounts, I realized that these strategies reflected more than simple routines; they represented the married teachers' continuous effort to sustain balance, productivity, and stability amidst the overlapping pressures of teaching and family responsibilities.

The Perceived Insights Have Married Teachers Gained from Implementing these Strategies to Address Work-Life Balance Challenges in the Double-Shift System

On Intentional Planning and Time Management. As I listened during the interview, one participant spoke reflectively about the importance of managing time properly in balancing work and family responsibilities. One of the participants said:

Narealize nako nga kung kabalo lang gyud ko mo-manage sa akong oras, naa gyud koy enough time para sa akong family ug para sad sa akong kaugalingon. (I realized that if I know how to manage my time well, I can really have enough time for my family

and also for myself.) (IP01-Lines 1-3)

This was supported by another participant who spoke in a tone that conveyed self-awareness regarding the value of planning and prioritization. The participant said:

Nakat-on ko nga dili gyud pwede nga tanan buhaton nako in one day. Kailangan gyud ug proper planning. (I learned that it is really not possible to do everything in one day. Proper planning is really necessary.) (IP02-Lines 4-6)

A participant remarked with a sense of maturity regarding the importance of separating work and family responsibilities, saying:

Narealize nako nga kinahanglan gyud i-separate ang work ug family time para dili maapektuhan ang relasyon sa pamilya. (I realized that work and family time really need to be separated so family relationships will not be affected.) (IP04-Lines 7-9)

One participant shared in a reflective tone, highlighting how advance preparation reduced stress and improved organization. The participant shared:

Kung prepared daan ang tanan, mas dili ko ma-stress ug mas organized akong adlaw. (If everything is prepared ahead of time, I become less stressed and my day becomes more organized.) (IP03-Lines 10-12)

Another participant emphasized the importance of discipline and consistency in managing responsibilities, stating:

Narealize nako nga discipline ug consistency gyud ang makatabang para ma-manage nako akong responsibilities. (I realized that discipline and consistency are what really

help me manage my responsibilities.) (IP05-
Lines 13-15)

One participant added with a sense of acceptance regarding the limitations of balancing multiple roles, saying:

Dili gyud kaya nga mahimong perfect sa tanan nga role, pero pwede gihapon mahimong responsible pinaagi sa proper balance. (It is really not possible to become perfect in every role, but it is still possible to be responsible through proper balance.)
(IP06-Lines 16-18)

Going back to the participant responses, I observed a consensus that married teachers gained significant insights regarding the importance of intentional planning, proper time management, and boundary setting in addressing work–life balance challenges. The participants realized that balance is not achieved by trying to accomplish everything at once, but by carefully prioritizing responsibilities, creating routines, and accepting their personal limitations. This transformation points toward a deeper sense of self-awareness and adaptability, suggesting that the challenges of the double-shift system encouraged teachers to become more disciplined and organized in managing both professional and family roles. Throughout our conversations, I detected a sense of maturity and resilience when participants described how planning and consistency helped them regain control over their routines. Even in the tone of IP06's statement, I could sense acceptance and emotional growth as she acknowledged that perfection was impossible yet balance remained achievable through proper management. Listening to these accounts, I felt a personal resonance with their realization that intentional planning does not only reduce stress but also strengthens their capacity to sustain meaningful relationships and personal well-being amidst demanding responsibilities.

On the Importance of Support Systems and Self-Care.

During our conversation, one participant shared with gratitude the importance of family support in handling responsibilities and stress. One of the participants said:

Narealize nako nga dili gyud nako kaya akong responsibilities kung ako lang isa, importante gyud ang support sa family. (I realized that I cannot handle my responsibilities alone, family support is really important.) (IP05-Lines 19-21)

This sentiment was supported by another participant who spoke in atone that conveyed appreciation for emotional encouragement from friendsand colleagues. The participant said:

Dako gyud ug tabang nga naa kay kastorya ug support system kay somehow mawala gamay ang stress. (It really helps a lot when you have someone to talk to and a support system because somehow the stress is lessened.) (IP02-Lines 22-24)

Another participant remarked with a sense of realization regarding the importance of asking for help during overwhelming situations, saying:

Nakat-on ko nga okay lang mangayo ug tabang kung daghan nakaayo ug responsibilities. (I learned that it is okay to ask for help when responsibilities become too overwhelming.) (IP07-Lines 25-27)

One participant also shared in a reflective tone how self-care improved her physical and emotional well-being:

Narealize nako nga importante gyud nga naa pud koy time para sa akong kaugalingon kay mas maka-function ko ug tarong. (I realized that it is really important to have time for myself because I function better that way.)

(IP01-Lines 28-30)

Another participant emphasized the importance of proper rest and health maintenance, stating:

Kung dili ko magpahuway ug tarong, mas dali ko ma-stress ug mas dali ko mapul-an.
(If I do not rest properly, I become stressed more easily and get exhausted faster.) (IP03-Lines 31-33)

One participant added with a tone of emotional clarity regarding the importance of cooperation within the family:

Mas sayon ang tanan kung naay understanding ug cooperation sa pamilya.
(Everything becomes easier when there is understanding and cooperation within the family.) (IP08-Lines 34-35)

Reflecting on the participant responses, I noticed a consensus that married teachers gained meaningful insights regarding the value of support systems, cooperation, and self-care in managing the challenges of the double-shift system. The participants consistently recognized that they could not effectively cope with their responsibilities through individual effort alone, but through emotional support, shared responsibilities, and healthy personal habits. This transformation suggests a growing awareness that well-being and resilience are strengthened by maintaining supportive relationships and prioritizing personal care. Throughout our conversations, I sensed gratitude and emotional relief when participants described the importance of understanding family members, encouraging colleagues, and trusted friends in reducing stress and emotional burden. Even through the tone of IP05's statement, I could sense humility and appreciation as she acknowledged the importance of depending on others during difficult times. Listening to these conversations, I felt a personal resonance with the idea that resilience is nurtured not only through discipline and hard work, but also through connection, cooperation, and self-preservation within the realities of married life and teaching under the double-shift system.

Summary of Findings

1. The participants work under the double-shift system experience significant struggles in balancing professional and family responsibilities, leading to time management difficulties, physical exhaustion, emotional and mental strain, and changes in family relationships, although family support and adaptable schedules sometimes help strengthen familial bonds.
2. The participants addressed the challenges of the double-shift system through effective time management, structured routines, advance preparation, prioritization, and clear boundaries between work and family responsibilities, enabling them to maintain balance, organization, and control over their daily lives.
3. The participants gained valuable insights on the importance of intentional planning, time management, discipline, support systems, and self-care, realizing that maintaining work–life balance in the double-shift system requires proper prioritization, shared responsibilities, healthy routines, and acceptance of personal limitations to sustain well-being and family relationships.

Modified Paradigm

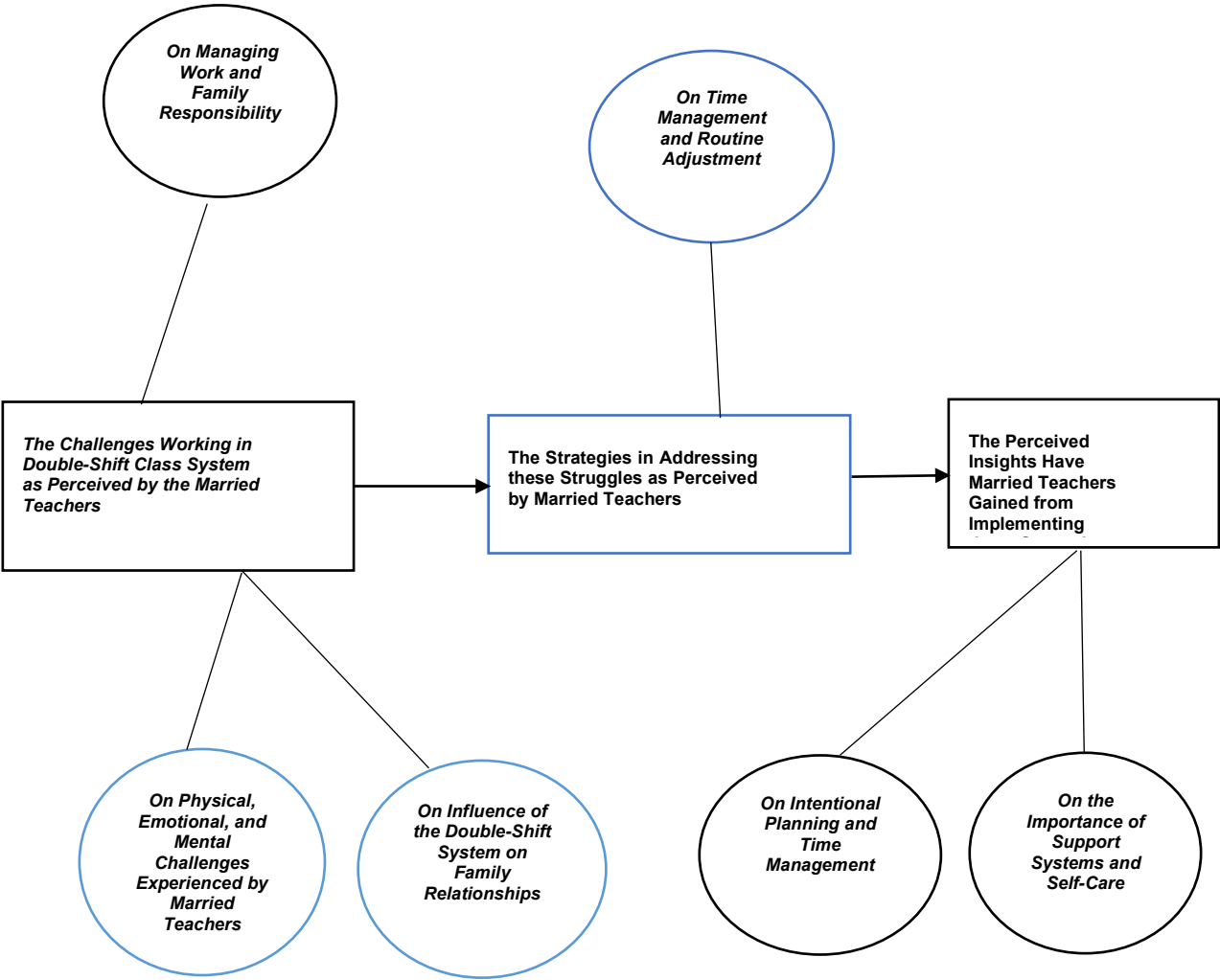


Figure 2. Modified Paradigm

DISCUSSIONS

In this section, I presented the discussion of the findings of my study. I also presented the implications for practice, and future direction of the study

Work–Family Strain among Double-Shift Teachers

My finding revealed that married teachers working under the double-shift system experience significant struggles in balancing professional and family responsibilities, resulting in time management difficulties, physical exhaustion, emotional and mental strain, and changes in family relationships. The participants' narratives suggest that the overlapping demands of teaching and household obligations create continuous pressure that affects their personal well-being, productivity, and family interaction. Their experiences indicate that the double-shift system extends the responsibilities of teachers beyond the classroom, often forcing them to sacrifice rest, emotional stability, and quality time with their families. In this context, married teachers are placed in a constant negotiation between fulfilling professional expectations and maintaining their roles within the household, highlighting the complexity of sustaining work–life balance under demanding work arrangements.

My finding aligns with the study of Wei and Ye (2022), which found that teachers experience emotional exhaustion, stress, and reduced well-being due to work–life imbalance and excessive professional demands. Similarly, I affirm the findings of Junça-Silva and Freire (2022), which emphasized that work–family conflict contributes significantly to burnout, emotional strain, and challenges in balancing professional and personal responsibilities among teachers. These studies support the present findings that married teachers under the double-shift system face considerable physical, emotional, and mental burdens while trying to fulfill both work and family obligations.

However, my finding contradicts the assertions of Burić and Kim (2021), which suggested that teachers who develop strong emotional regulation strategies are more capable of minimizing stress and maintaining psychological well-being despite work-related pressures. While their study emphasized the protective role of emotional regulation and coping skills, the participants in this study continued to experience fatigue, stress, and emotional strain despite employing coping mechanisms such as time management and family support. What makes my study particularly significant is its emphasis on how the structural demands of the double-shift system itself intensify work–life balance challenges, suggesting that individual coping strategies alone may not be sufficient to fully address the pressures experienced by married teachers.

Coping Strategies for Managing Double-Shift Work Demands

Looking back to my conversations with my study participants, I came to realize that married teachers' use of time management and routine adjustment strategies serves as a critical mechanism in addressing the challenges brought about by the double-shift system. The participants' narratives offer insights into how structured schedules, advance preparation, prioritization, and boundary-setting help them maintain balance between professional and family responsibilities. Their perceptions suggest that effective coping is achieved not through multitasking alone, but through intentional organization and discipline that allow them to regain control over their demanding routines. In this context, married teachers act not merely as employees fulfilling institutional expectations, but as active managers of overlapping personal and professional roles who develop adaptive strategies to sustain productivity, emotional stability, and family relationships.

My finding aligns with the study of Allen et al. (2022), which found that effective boundary management, structured routines, and clear separation between work and personal life contribute significantly to reducing work–family conflict and improving work–life balance. Similarly, I affirm the study of Aboobaker and Edward (2022), which emphasized that prioritization, proactive scheduling, and organized routines strengthen employees' ability to manage competing

responsibilities while maintaining psychological well-being and a sense of control over daily demands. These studies support the present findings that married teachers rely on intentional planning and routine adjustment strategies to cope with the pressures of the double-shift system.

However, my finding contradicts the study of Burić and Kim (2022), which suggested that emotional resilience and personal coping abilities alone are sufficient in helping teachers effectively manage occupational stress and work-related pressures. While Burić and Kim emphasized the effectiveness of individual emotional regulation strategies, the participants in this study highlighted that practical systems such as structured schedules, advance preparation, and role separation were more essential in maintaining balance between work and family life. What makes my study particularly significant is its emphasis on how organizational and behavioral strategies, rather than emotional resilience alone, become necessary survival mechanisms for married teachers working under the demanding conditions of the double-shift system.

Insights on Work–Life Balance in Double-Shift Teaching

In this study, I found that the insights gained by married teachers regarding intentional planning, time management, support systems, and self-care reflect a process of adaptive resilience and self-awareness developed through the demands of the double-shift system. The participants' narratives reveal that maintaining work–life balance is not achieved through individual endurance alone, but through disciplined prioritization, structured routines, shared responsibilities, and healthy personal habits. Their experiences suggest that coping strategies become more effective when teachers recognize the importance of setting boundaries, accepting personal limitations, and seeking emotional and practical support from others. Within this framework, married teachers transform into adaptive managers of both professional and domestic responsibilities, balancing institutional demands with the emotional and relational needs of family life.

With this finding, I affirm Park and Jex (2022), who argued that intentional planning, self-regulation, and boundary management are

essential in helping employees sustain work–life balance and psychological well-being in demanding work environments. Similarly, I affirm the study of Torp et al. (2022), which emphasized that support systems, self-care practices, and cooperative relationships significantly strengthen resilience, reduce stress, and improve overall well-being among employees. These studies underscore the importance of a balanced coping framework that values both personal discipline and relational support in managing professional and family responsibilities. This collaborative and reflective approach ensures that resilience is nurtured not only through individual effort but also through meaningful social connections and healthy routines.

However, my finding contrast with the assertions of Kim and Asbury (2022), who argued that teachers' adaptability during demanding work conditions depends primarily on professional competence and instructional flexibility. While Kim and Asbury emphasized occupational adaptability as the central factor in managing workplace stress, the participants in this study highlighted that emotional support, family cooperation, self-care, and intentional planning were equally necessary in sustaining well-being and family relationships. The significance of my study lies in its emphasis on the interconnected nature of resilience, where work–life balance is maintained not solely through professional skills, but through the integration of personal discipline, emotional support systems, and self-preservation practices within the realities of married life and double-shift teaching.

Implications for Practice

School administrator and academic leaders may implement workload management strategies such as improved scheduling, equitable task distribution, and protected preparation time to reduce fatigue and support married teachers' work-life balance under the double-shift system. They may also strengthen institutional support through counselling services, peer support groups, and family-responsive policies to address emotional and mental strain and reduce burnout. Professional development programs such as time management training, boundary setting workshops, and wellness activities may be introduced to equip teachers with practical

strategies for managing responsibilities and sustaining overall well-being.

Future Directions

Future research may consider mediating analysis using the strategies used by married teachers in addressing their struggles as the mediating variable, the challenges of working in a double-shift class system as the predictor variable, and the insights gained by married teachers from implementing these strategies as the criterion variable. Additionally, Exploratory Factor Analysis approach may be used to examine the dimensions of teachers' struggles in a double-shift system by developing a Likert-scale survey measuring time management difficulties, physical exhaustion, emotional and mental strain, work–family conflict, and family relationship changes, with EFA used to identify core factors such as workload-induced strain, time conflict, family disruption, and protective support factors.

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