

Live to Work or Work to Live: A Phenomenological Study on Balancing the Role as a Teacher and a Mother

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ABSTRACT

This study investigated the coping mechanisms for balancing the dual role of teacher and mother. This study ascertained the experiences, realizations, and insights of eight teachers of Muñoz Elementary School, Monkayo East District, Davao de Oro, as they experienced balancing the dual role of teacher and mother. In the course of the study, those experiences, realizations, and insights of eight teachers were identified. Using a qualitative phenomenological research design, the analysis of data revealed that balancing dual roles is hard and exhausting, which develops stress and affects the physical and emotional aspects of teachers. The data showed that teachers encountered struggles and difficulties in balancing dual roles due to work overload, a lack of skills to prioritize activities, and a lack of skills to manage time effectively. The coping mechanisms of teachers during difficulties are the support of colleagues and the love of the family. As a result, the teachers realized that balancing the dual role is necessary for the welfare of the students in school and children waiting at home. Teachers, school heads, and higher authorities must continue supporting to make the balancing of the dual role effective and efficient.

Keywords: elementary education, balancing, dual role, struggle, difficulty, coping mechanism, teachers, school head, phenomenological study, Philippines

INTRODUCTION

The Problem and its Background

Being a teacher and a mother is a crucial role. It needs to be balanced so that both tasks are performed effectively. However, Rouse (2017) pointed out that it is not easy to become a mother at the same time a teacher. Both roles require full attention to make things in order. It is also emphasized by Tian (2017) that balancing both roles is challenging. Being a teacher affects becoming a good mom, and being a mom affects being a good teacher.

Indeed, balancing both roles of being mother and teacher is a worldwide concern. The study of Emery (2023) presented in schools of United States of America emphasized that it is impossible for teachers to balance both roles perfectly at all times. She noted that it is necessary to delegate other functions to have time for career and family activities. Then, Goldhaber (2017) confirmed that after delegating her other tasks she efficiently performs important tasks as a teacher and a mom.

In the Philippines, the same experience felt by teacher on how they balance their dual roles. In the qualitative study conducted by Aquino and Culajara (2023) in Laguna, participants confirmed that they

need training about role prioritizing and time management as a coping mechanism to balance the dual role of teachers. The study also revealed several problems encountered by teachers, such as work overload, stress due to conflicting responsibilities, lack of support systems, and difficulty maintaining work-life balance. These challenges often result in decreased productivity, emotional exhaustion, and a sense of being overwhelmed, negatively affecting their performance in the classroom and their personal lives.

However, the researcher has heard co-teachers clamor about their struggle to balance their functions as teachers and mothers. They leave their work at school because of the family. Likewise, as a researcher, it is also my agony on how to perform both roles effectively. There are many instances in which my teaching duty is affected due to the problem of my children that really need my attention and care. Just like the experience of a teacher whose child got sick and was admitted to the hospital, the teacher had to take a leave to care for the child. Because of this, her class was affected.

In the above context, the researcher wanted to discover teachers' experiences and struggles on balancing roles and their coping mechanisms. The researcher had seen the urgency of the study and had not come across a study conducted in Monkayo. However, a similar study was conducted in the Maragusan District, but the participants were not nursing mothers.

Purpose of the Study

This qualitative phenomenological study aims to explore the experiences, struggles, and insights of eight teachers in balancing dual functions as teacher and a mother of Muñoz Elementary School. It also wanted to discover what coping mechanisms they will utilize to balance their dual role to respond to the best interests of their career and family.

Review of Related Literature

This part of the research is the review of the related literature, which gives more insight into the study, which focuses on balancing the dual functions of teachers as mother and their challenges, realizations, and coping mechanisms. Further, the information and data relevant to this study are taken from the latest publication.

Work-life Balance. Many notions can be used to describe work-life balance. Rahimi (2015) emphasized that work-life balance refers to the ability of one person to balance dual roles such as work and personal life. That these two could both perform productively. Chong (2021) describes work-life balance as maintaining harmony between professional and personal life. One role couldn't affect the other. Then, Hawthorne (2022) pointed out that work-life balance is two different positions of one individual that need equal attention, priorities, and performance to achieve productivity.

However, Pandiangan (2018) explains that work-life balance refers to a concept of attaining a healthy equilibrium between work and personal life. It involves how the professional responsibilities and the personal commitments are managed in a way that curtails stress, promotes self-care, and develops total well-being. In addition, Oludayo (2018) illustrates that work-life balance is the demonstration of establishing a healthy balance between one's professional (career and desire) and the personal life (joy, leisure, relatives and growth). It allows individuals to fulfill their responsibilities in both areas efficiently and successfully.

Likewise, it is common in school that a teacher performs dual functions, being a teacher at the same time as a mother. Smith (2020) pointed out that the scenario is common in the workplace, especially in school where teachers performed dual roles as teachers and wives or parents of their children at home. He

discussed further that no one can skip balancing this dual role. It is an obligation of everyone so that they can deliver adequate performance in school while taking care of their family members. Kumari (2020) added that this setting can be seen in any organization, whether government or private, big or small or even in the top management that the CEO performs dual functions, being head of the company in charge of the entire operation, and parents of their family too.

Why is work-life balance important? In the study of Hreha (2023) it was found that work-life balance improved physical and mental health of teachers. She emphasized the dual roles could be performed smoothly and no stress, anxiety, and burnout being experienced by the teachers. Aquino (2023) pointed out that stress, anxiety, and burnout free working environment and condition could improve the physical and mental aspect of one individual.

Subsequently, in the study of Culajara (2023), her finding mentioned that work-life balance motivates teachers to work efficiently, resulting in increased productivity. Roberts (2020) also emphasized that satisfied teachers in their workplace can perform better and produce excellent results that sometimes exceed expectations. It is also confirmed in the study of Kumar (2021) that teachers who can manage their time effectively and balance their multiple task, can continue delivering productivity in the learning environment that affects the welfare of the students.

Then, making time for family, friends, and relatives is also an important element for the life of every teacher. As human beings, they need to socialize with friends, family, and relatives. Likewise, studies confirmed that work-life balance gives freedom to teachers to have enough time for their loved ones. Olivo (2021) pointed out that a healthy work-life balance can produce the time necessary to dedicate to important people for personal relationship investment.

Moreover, balancing work and personal life contributes to job satisfaction. The study of Kong (2020) manifested that teachers who feel they have a good work-life balance are more likely to be satisfied with their works and remain loyal to their employers. Then, it is supported with a study by Aquino (2023) stating that teachers who successfully manage their teaching duties and personal responsibilities are less likely to experience feelings of resentment or frustration towards their work. Their satisfaction can lead to increased motivation, improved performance, and stronger commitment to the school. Additionally, school heads who support work-life balance are viewed more favorably, which can help attract and retain top talent of teachers.

What are the negative effect if the dual roles could be balanced? Many studies proved that failure to balance dual roles can have negative effect of teachers. Arthur and Guy (2020) explained that teachers experienced several challenges in managing their dual roles. They feel anxiety, stress and even develop burnout that really affect their day to day functions both in school and home. Then, in the study of Dulay (2022) also found that teachers experienced feelings of guilt when attempting to balance their professional and parental roles and that they often felt overwhelmed and exhausted that lead to physical illness.

Additionally, conflict on teachers' work-life balance affect to the performance of teachers. Al-Alawi et al. and Lim (2021) confirmed that conflicts between the professional and parental roles decrease job satisfaction of teachers that lead to poor performance and low productivity in school. It discussed that teachers as they balance their professional and parenting responsibilities they had felt complexity and frequently stressful psychological condition that affect their entire performances. Likewise, Kara et al. (2021) examined the work-life balance of teachers with dual roles which revealed that the pressures of having dual responsibilities can cause stress, guilt, and conflicts, which can have both emotional and practical implications. Anyway, they suggested that to effectively support teachers in balancing their

teaching work and family responsibilities, teachers and institutions must have a thorough understanding and effective scheme to resolve these difficulties.

Furthermore, poor work-life balance has negative impact to teachers and school. Shah (2023) pointed out that work-life imbalance leads to health problem of teachers. It resulted to increased stress, anxiety and burnout of teachers while schools can face higher absenteeism turnouts. Then, imbalance between professional and personal aspect decreased productivity and commitment. It is revealed by Aquino (2023) when teachers are struggling to balance work and life, they may become less productive and less engaged at work.

The Role of Teacher. Many notions can be used to describes teachers. According to Nguyen (2018) teacher is a person who helps the students to acquire knowledge, skills and virtues. He plays very important role in the teaching and learning process. Hammond (2020) also describe teacher as a person who is responsible for creating and supportive and inclusive learning environment for the students.

Then, Miller (2023) pointed out that teacher is a person that motivates, organized and nurture the students to have better future. Likewise, teachers are important members of our society. Sulla (2023) pointed out that teachers are pillars of knowledge that molds the young children to have better future for themselves and for the society. Their main responsibility is to guides, inspires and influences the students to strive more in the pursuit of educations.

Tanguay (2023) describes that good teacher is good are strong communicators. He emphasized by communicating is very essential in the effective delivery of teaching and learning process. Ducote (2023) illustrates that good teachers listen well. She entails that effective teacher does not only good in talking but listening as well. In listening, teachers understand efficiently and discover the strengths and weaknesses the students.

In addition, good teacher focus on collaboration. According to Kramer (2024), collaboration is very effective tool to improve education. In collaboration, complex task in teaching and learning become simplified. The difficult role become lighter. Moreover, Rogers (2022) pointed out that good teacher show empathy. She emphasized that students need of love and care from the teachers. They need to be nurtured to become responsible one. In manifesting care, students become more motivated to go back in school.

Markley (2024) pointed out that the role of teacher is to provide and facilitates the learning. He emphasized that the teachers prepare and deliver the lessons to nurture and shape the students to have a better future. Then, Sanders (2018) noted that other role teacher is to inspire the learners. He also emphasized that to inspire the learners is very important because it gives them strength to learn more even the complex one. Thus, the teaching method and technique utilized in the classroom motivates and inspires the learners to continue to learn.

Another role of teacher is to create a meaningful learning experience toward the learners. Anthony (2023) pointed out that meaningful learning experience occurred to the students can motivate them to do more and participates the teaching and learning process. As a result, students no longer encourage to memorize the abstract but they can apply the gained knowledge to respond the real-world challenges. Monacis (2023) noted that the total academic development of the students is product of the effort of an effective and efficient teacher.

Anyway, teachers have many responsibilities that extend within and beyond the classroom which shape the strong personality of the students that promotes their total development. According to Sulla (2023) the primary duties of teacher is to guide the student to achieved their goal in life. They nurture, assist and strengthen their capabilities to become stronger and more resilient to face and overcome every challenges

that block along the way. Limone (2023) pointed out that every success of the students there are teachers behind on it who work persistently and diligently.

Likewise, teachers play a vital role in students' development both physical, mental and psychological aspect. Fisher (2022) mentioned that one of the most important responsibilities of teacher is to plan what lesson to be taught to students, deciding what appropriate strategies will be used to effectively deliver the curriculum and conduct relevant assessment to determine the strength and weaknesses of the student so that instructional reinforcement be applied. Kumar (2022) added that aside from instructional responsibility, teacher also required to manage the classroom that includes student discipline in order to ensure effective delivery of curriculum.

Nevertheless, ensuring proper delivery of instruction for the student development become the main concern of teachers' function. Levkovich (2020) illustrates that teachers' responsibility is to develop the students holistically through proper instruction, strict monitoring and guidance. Student development takes of long process to achieve, however, through the dedication and commitment of teachers and school community this will be achieved (Tian, 2023).

Finally, the importance of teachers in the delivery of quality education cannot be questioned. Ward (2017) noted that teacher is very essential in the educative process. Without them, learning cannot be transfer to the next generation. Without teacher, society begin to dull and ignorant that really affects everything.

The Role of Mother. Mother is a female parent who plays in nurturing, caring for and raising child (Leiva, 2017). Rouse (2017) added that mother is the first teacher that influence and support of the child for their development. She always cares and supports her child. Horn (2024) pointed out that good mother is patient enough and understands what are the need of their children. They are always available to respond for the need of their children.

Dune (2024) describes good mother as a person categorized by her steadfast love, kindness, and pledge to her children's well-being. She illustrates further that mother provides a nurturing environment where offers both emotional support and practical guidance. A good mother also possesses qualities like patience, empathy, and a willingness to learn and adapt as her children grow (Sulla, 2023). Then, Anthony (2023) illustrates that good mother manifested loves of her children unconditionally irrespective of their triumphs or failures. Good mother provides a safe and nurturing space where children feel loved and security (Sulla, 2023).

Good mother guides always her children. According to Rogers (2022) good mother understands that her children are not perfect which need patience and guidance especially dealing their feelings, their failures and shortcomings. She explained that good mother understands the feelings of her children, ready to comfort and guide them during hard times in their lives. Rouse (2017) clarified that good mother teaches her children and guides her to navigate life's challenges to nurture them strong and resilient in life.

Then, good mother listen to the sentiment of her children and respond it productively. Sanders (2018) demonstrates that good mother promotes open communication and establishes safe space where her children feel comfortable to open up their feelings and thoughts. Good mother sets good example by establishing good values, desirable behaviors, and a healthy lifestyle. Dune (2024) also emphasized that good mother recognizes that she made mistakes and embraces an approach to motherhood, rather than striving for perfection. Likewise, good mother endures through challenging times and establishes resilience in the face of trials, helping her children learn to overcome hindrances. She is prepared to adapt her parenting style as her children grow and change, and also open to learn new methods for the welfare of her children.

Hassan (2023) pointed out that it is the role of the mother to provide physical and psychological care toward the children. He stressed that the mother holds the responsibility for providing their children with anything that is necessary to be able to survive biologically, especially nutrition, clothing, a place to live and professional medical care. Mother contribute to ensure with certainty that the children remain in good health and safe. Then, Shah (2023) underscored that the role of the mother to teach their children good values and provide also educational guidance. She discussed further that it is the responsibility of the mother to nurture their children with good values and also mold them with necessary learning that their weapon to face any challenges.

The role of mother provides care and guidance for the welfare of the students. Hassan (2023) pointed out that mother provides care, guidance, and supportive environment for the children. They help them develop to become responsible individuals capable for nation building. Then, Shah (2023) illustrates that the mother inculcates essential values, instils life skills, and models good behaviors to equip the students. Basically, a good mother is a role model, an effective teacher, and a source of care, love and support of the students (Sanders, 2018).

Experienced of Teachers to Balance Dual Role. The study highlighted the experiences of teachers balancing their role as teacher and a mother. It became a challenge for them in balancing it effectively. Dulay (2022) pointed out that teachers had struggled to balance between their professional and personal lives. She emphasized that teacher felt difficulty to deliver productivity to both aspects because one affects other. Indeed, the impact lead teacher to failed to reach the desired goals both work and personal, and afterward, overall well-being was negatively affected (Unal, 2022).

Anyway, not teachers having the same experienced in managing and balancing dual functions between teacher and parent. Rouse (2017) mentioned that her experienced in balancing functions as teacher and mother is negative. She stressed that her work being teachers become obstacle for being a good mom. She has no time to nurture her own kids because her time consumed to teach the entire class. Moreover, Tian (2023) testified that her difficult experienced when her child had illness that need to be brought to hospital. Common only my husband did it because I was in school taught my students. To become teacher and mother is hard.

Nonetheless, every teacher has their own impressions toward the situation. Goldhaber (2017) noted that every teacher has its own impression product on their experienced in balancing their dual role. Some impressions are negative and some are positive. However, the most important teachers necessary to perform both roles productively for the welfare of the students and children because they took an oath to be effective teachers.

Moreover, Guy (2020) found that teachers encountered challenges in balancing their dual functions due to inability to manage the time and lack of necessary support from school and home. The study manifested that time management is very essential in balancing dual roles or performing multi-task. Likewise, study manifested that support of the colleague, school head and even family member may give more strength and energy for teacher to do so this multiple functions (Arthur, 2020).

Consequently, Levkovich (2020) examined the feelings of teachers about their dual roles. The study confirmed that teachers often feel of guilt because they know teachers took their oath to deliver quality services to achieve quality education for the learners. In addition, teachers also feel anxiety because of many task need to address both professional and professional aspect. Gada (2020) pointed out that the school shall be extend necessary support to teachers to continue make them productive and successful in their career and family.

Moreover, Kara et al. (2021) emphasized that failure to balance work and life reduce motivation that lead teachers to quit their career and choose to be full time parents to have enough time to rear their children and manage their family. Thus, quitting from teaching job creates of brain-drain that affects school and its objective to deliver quality education to the learners. Rouse (2017) suggested that it is necessary for school to employ immediate action to capacitate teachers how to balance of teachers their dual roles.

Finally, another impact of failure to balance work and family affairs, the decrease job satisfaction, decrease of effective teaching delivery and also decrease of productivity (Alawi, 2021). Anyway, this is alarming scenario that need to give immediate solution for the school and school authorities. According to Lim (2021) school should create fair learning environment for teachers and also implement fair and flexible policies to make adjust their difficulty handling and performing two conflicting works that both need of full attention.

To perform dual functions as teachers and as a mother is not an easy task. Rabeb (2024) discussed that being a teacher and a mother is not as easy task. But my experienced for being a teacher helps a lot to teach my own kids. She explained further that it taught to be firm and flexible. It also taught me to be patient at all times. Then, Shorris (2017) added that the ability to care and manage her own children used to manage her class. The patients, empathy and love are important qualities that develop my students in school.

Challenges of Teachers Balancing Dual Functions. Numerous challenges can influence balancing dual roles of teachers. This challenges categorized as organizational factors and personal aspects. Osita (2020) emphasized that organizational factors comprise of a demanding workload, lack of flexibility and lack of social support. The dedication of the teachers on the performance of academic mandate in the organization causes of imbalance between personal and organizational responsibility. This imbalance is critical for the teachers in which family time is affected.

Balancing life as a teacher and a mother can be quite challenging. However, it is also emphasized by Ward (2017) that one of the challenge of being teacher and a mother is time management. She stressed that it is hard to manage the time of being teachers and a mother such as writing lesson plan, computing grades and doing classroom responsibilities with parenting duties. Then, Gathercoal (2020) pointed out that another challenge for being teacher and a mother is the energy level. It emphasized that she become drain after all the task performs in school and home.

However, another challenge that felt by teacher and a mother is the role conflicts. Berk (2024) illustrates that navigating the dual roles of being an authority figure in the classroom and a nurturing parent at home can create conflicts in the behavior. Thus, professional development is another challenge encounter by teacher balancing her dual duties. According to Oludare (2021) keeping up with professional development while managing family responsibilities can be challenging, leading to feelings of inadequacy, stress and burnout in both roles.

Likewise, on the interview conducted to teachers about their thoughts on the challenges they encountered in balancing dual task a teacher and a mother, majority of teachers responded that they have negative experienced on it. Duffy, (2023) pointed out that it is not easy to balance the profession and personal effectively. The demand of the career which need to fulfil by the teachers much affect the time needed for the family. In reality, balancing work and life is difficult task.

Without a doubt, teachers struggle to balance their work and life. In the study of Anderson (2020) manifested that the reason of teachers' struggle are demand of the workload and long teaching hours, including performing additional administrative tasks. He proves that teachers face massive pressure to

prepare lessons, meet curriculum standards and competencies, and perform as well required administrative tasks. This regularly leads to extended working hours, including weekends and evenings, making it difficult for the teachers to dedicate time to personal life (Keller, 2020).

Similarly, the failure to maintain a work and life balance continues to have a detrimental impact on teachers. In the Teacher Wellbeing Index 2020, 85 percent of educational professionals mentioned lack of work–life balance as their top issue. Within this results 61 percent were teachers. This finding manifested that a healthy work–life balance is not considered as priority issue by many school leaders. Alarmingly, participants admitted that they work more than required hours per week, that would leave little time or energy for personal aspects. Kell (2018) discovered that the neglect of other responsibilities of teachers in their personal life contributed in their decision to resign from their teaching profession.

In the same way, managing the time remain challenge for teachers in balancing their dual roles. In the study of Rye (2022) participants manifested that the difficult challenges they had encountered in balancing profession and personal life how to manage their time effectively. They admitted further that these roles require time but it competing each other. Similarly, in the study of Drew (2021) participants disclosed that it hard to manage the time between two roles. Each role need of time in order to perform it effectively.

Moreover, to balance work and personal life remain challenge for teachers. In the study of Martin (2021) participants revealed that very hard for them to balance their dual roles. They admitted that the most difficult time when there are members of the family gets sick and their presence is highly required. They need to leave their teaching in school in order to take care family in the hospital. In the study of Manuel (2024) the same challenge of teachers. One participant admitted that the most difficult challenge she encountered when family member gets sick or ill.

Coping Mechanism of Teachers. Many teachers admitted that perform dual role is very challenging but stressful one. However, researchers suggest coping mechanism in order to manage the dual roles effectively. Aquino (2022) pointed out that in order to perform efficiently dual roles it is necessary for teachers to prioritize their goals in work and personal life. She discussed further that setting prioritization guides teachers what goals that need to perform to avoid overlapping that develop stress and anxiety. Smouse (2024) commented that trying to excel in two areas professionally and personally is unattainable that lead to burnout. To avoid, it is need to prioritize goals and carry out what is necessary to deliver productivity both career and family.

Another coping mechanism of teachers to balance their dual functions as teacher and a mother. Culajara (2023) presented that to make teachers balance their dual works is necessary for them to manage their time efficiently. Time management is essential for better work-life balance (Fisher, 2022). Berk (2024) illustrated that if teachers manage their time they can avoid overlapping of task, instead they can balance their roles and also increase productivity.

Likewise, another coping mechanism for teacher in balancing their role is support system. In the study of Bartlett (2021) mentioned that teachers need the support of their school head. He emphasized that it is necessary for the school head to create fair and supportive environment for teachers by implementing flexible policies to support teachers to perform their roles in school. Alawi (2021) pointed out that flexible policies that implemented in school help teachers to balance their roles and deliver productivity. In addition, another support that teachers need is the colleague's support. Their cooperation can ease the feelings of teachers and can make their burden easier.

Moreover, the support of the co-teachers is another coping mechanism for teachers to balance their dual roles. It is essential because it strengthens the teachers to perform and balance their dual role as teachers

and mothers. Gada (2020) noted that the support of the colleague inspires the teachers to do their dual roles effectively. It is mentioned by Olivo (2021) that supports are really needed of teachers who are also a mother because it would give them a strength to achieve the goals of both roles.

Anyway, support from the school head and colleague positively impacts the teachers balancing their dual role. It is proved by the participants in the study of Sanders (2018) during the in-depth interview, she revealed that the moral and emotional support afforded to them ease their burden and taught them to become strong, positive and responsible to perform our mandated role in school and parental obligation at home. Indeed, the same sentiment presented by the participants of the study of Doronio and Manuel (2024) at Maragusan District, Maragusan, Davao de Oro.

Another coping mechanism of teachers of their struggles and difficulties balancing dual role is the support of the family. It is discussed by Dulay (2022) that family support plays a crucial role in easing the burden of teachers. He emphasized further that teachers really need the support of husband and children. Duffy (2023) pointed out the love of the husband and strengthen the teachers. It reduces their stress and anxiety develop in balancing the dual role. The love of the children increases the vigour and vitality of teachers, leading to better performance in school and at home.

Likewise, it is difficult to balance the dual role and perform it at the same time. It becomes a source of stress and burnout of the teachers. However, in the study of Doronio and Manuel (2024), one of the strategies to manage these roles, the teachers prepare a list of things to be done and make a prioritization. It is the basis of teachers what things first to be done such as perform first the urgent followed the less urgent and not urgent. Then, they added no workload shall be brought at home so that teachers utilized time for parental role.

Finally, it is also important the self-care. According to French (2018) no one will concern for yourself except you. The reality pushes every teacher to care for themselves and remain compost constantly so that they perform their duties efficiently and effectively. Gul (2021) noted that caring of themselves equals strengthening themselves to ensure that performance is delivered successfully.

Realizations of Teachers Balancing Dual Role. Balancing dual roles is not an easy task. However, teachers have realized that it is necessary to balance dual roles in order perform both functions effectively. Fisher (2022) emphasized that during hard times, teachers need to remember that she is not alone. Many people willing to extend their support in order for her to overcome that difficulties. Culajara (2023) noted that people are family, friends, relatives and colleague of teachers. Another thing, teacher can lens the strategies of other mother around the world who overcome the same difficulty. Likewise, it is illustrated by Parker (2021) that many mothers around the world facing of the same challenges, however, they overcome it. Their coping mechanism can be help to teachers who suffered of the same problem.

Similarly, teachers have realized that it is essential to accept the reality that the two roles required of times hard to balance. Surely career would be affected by personal affairs of a teachers (Gul, 2021). It is emphasized by Durrant (2019), as the result of his study that participants admitted that balancing dual functions being teacher and a mother is difficult task. It needs to be realistic and accept the fact. It is supported Parker (2021) that the participants expressed that it is impossible to balance everything perfectly at all times. Indeed, other participants in the study of French (2018) articulated that there will be days that work takes over and there will be days that family takes over. She emphasized further that just teacher do their best and don't beat themselves up if they fall short sometimes.

Then, another realization of teachers to overcome challenge is the delegation. Teacher needs to delegate the task. In the result of study of Emery (2023) revealed that the teacher employs delegation strategy in

order to perform both roles. The participants admitted that they delegate other task to someone who is capable to do it. In the study of Culajara (2023) participants presented that in case there is family problem the husband delegated to do the task in behalf of mother who is a teacher. Then, in the way, if the time of teacher highly required in the family, she also delegated her teaching work to co-teacher. In this process both roles perform effectively.

Certainly, dealing the situation is not easy for teachers. However, they realized that time management is very important in effectively balancing dual functions. In the study of Aquino (2023) participants admitted that time management is very essential in balancing work and life in order to avoid overlapping. They emphasized that to make it healthy for teachers, they must utilize their time wisely for work and family. Nevertheless, in the study of Doronio and Manuel (2024) in the District of Maragusan, Davao de Oro, the participants expressed that time management is essential in work-life balance.

Likewise, teachers understand that the main reason of working hard is for their family. In the in-depth interview of the participants in the study of Culajara (2023) they responded that both work and personal are given priority of teachers. However, when both aspect requires of their time they need to choose family over than the other because that is the reason of their hard work. Then, Kell (2018) noted that in the time of conflict due to poor balance between work and family teachers opted to resign in order to save the family.

Nonetheless, many teachers work more than the allotted time. This situation really affects the work-life balance. According to Anderson (2020) this is one of the causes that time intended for the family is compromised. Quality time of mother supposed for the children is disturb. In this scenario, teachers realized that they need to say no for any additional task given by the superior. They need to devote other time for the family such as caring their children and teach them with their homework (Menter, 2018).

However, teachers realized that prioritizing an activity is important in order to balance dual functions efficiently. Though, it revealed in the study of Hassan (2023) that teachers learn to prioritize activities. They categorize by labelling urgent and important, less urgent but important, less important but urgent and less urgent less important. In this situation, teachers are guided what activity should be given attention. Shah (2023) commented setting priorities avoid overlapping of activities and teach the teachers to manage their time successfully.

Moreover, other realization of teachers in balancing their dual roles is to become more resilient. According to Tanveer (2023) to become a mother and teacher are not an easy task. It is stressful one which requires more strength in order to perform these successfully. Then, in the statement of Baker (2023) teachers need to stronger and more resilient. This quality is essential so that teacher can continue her noble work for the society and for the family.

In addition, another realization of teachers on the challenge of balancing their dual roles is to be flexible and adaptable. Jackson (2021) describes flexibility and adaptability as characteristics of a person that easily to adjust or adapt the situation. In fact, in the study of Emery (2023) participants during the interview revealed that they need to be flexible in all times most especially in difficult situation of their works so that they can overcome it efficiently. Likewise, Parker (2021) noted that being flexible helps teacher to cope any challenges in life so that they can deliver it productively.

Theoretical Lens

This study anchored on Work-Life Balance theory by Lotte Bailyn (1993). This theory provides the framework that work and personal life must be balance in order to make both work and life productive.

This theory also discusses that to achieve the balance between work and life everyone need to strive to foster satisfaction, productivity, and overall well-being.

Bailyn suggested that it need for teachers to balance their dual role in order to deliver productivity in school and family. As teachers, who performing dual roles, it needs to balance the dual roles for welfare of the school and for the family. However, the framework proposes a cyclical and interrelated process where teachers inform their experiences on balancing dual role, being teacher and a mother, resulting in insights and effective practices. These practices, in turn, enhance the success of balancing their dual role, which helps refine future approaches. The model highlights how teachers balance the dual role and cope in order to perform both roles effectively.

The conceptual framework offers an organized method for understanding how teachers balance their dual roles. It includes four interrelated elements such as experiences, struggles, coping mechanisms and insights.

Experiences is the background knowledge, education, and practical experiences that teachers possess about balancing dual roles. These factors shape and influence their effective strategies. Balancing Dual Role is the central concept of the study which focus of the framework and highlights how teachers balance their dual role as a teachers and a mother. It is shaped by their experiences and plays a role in influencing other elements within the model. Then, struggles are the challenges experienced by the teachers performing their roles as a teachers and a mother. Likewise, coping mechanisms are the effective strategies and approaches that teacher implement, grounded in their experiences and insights. It helps balance their dual role for effective delivery of performance both school and family. Lastly, insights are the lessons, reflections, and new perspectives that teachers gained from their experiences in balancing their dual role. This contribute to enhance future best approaches.

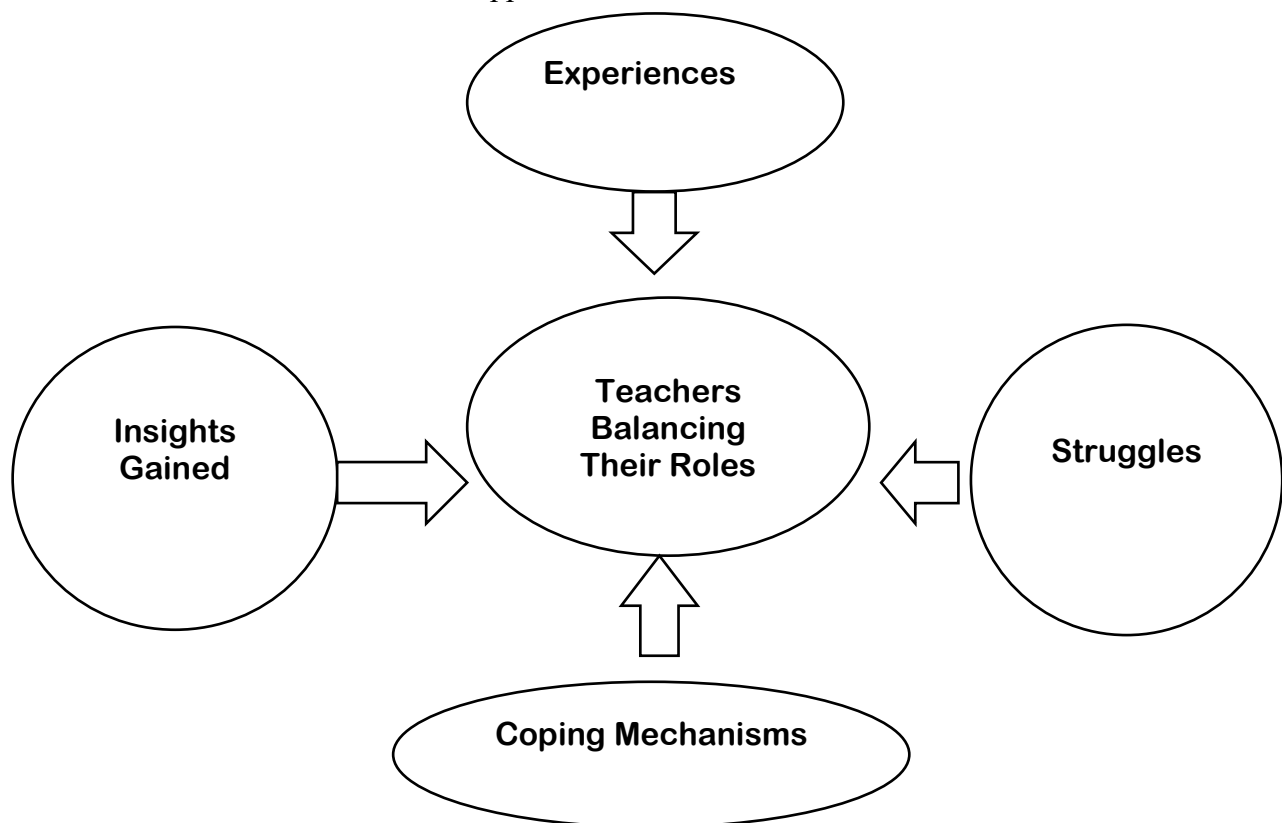


Figure 1. Conceptual Framework

Research Questions

This study will explore the experiences, struggles, coping mechanisms and insights gained, realizations of teachers on balancing their dual role:

1. What are the experiences of the participants in balancing their role as a teacher and a mother?
2. What are struggles that the participants encountered in balancing their role as a teacher and a mother?
3. How do the participants cope with the challenges that they experienced in balancing their roles as a teacher and a mother?
4. What are the insights gained of the participants from their experience in balancing their role as a teacher and a mother?

Scope and Delimitation of the Study

The focus of the study will explore the experiences, struggle, coping mechanism and insights gained on work-life balance of teachers of Muñoz Elementary School of Monkayo East District, Monkayo, Davao de Oro on academic year 2024-2025. However, the participants will be limited to eight selected teachers who are more than five years in the service.

Moreover, the study will not measure the effectiveness of the approach but will gather the experiences, insights, realizations and coping of the selected teachers. Results will not be generalizable considering the number of participants. For the data gathering, in-depth interview will be utilized.

Significance of the Study

The findings of this study hope to benefit the following:

Learners. The result of the study guides the learners to cooperate the teachers who balance their dual role as a teacher and a mother.

Teachers. The result of the study guides them how to effectively balance their dual role as a teacher and a mother.

School Heads. The result of the study guides them to supports teachers balance their dual role as a teacher and a mother.

DepEd Officials. The finding of the study basis to carry out training toward school heads and teachers regarding how effectively balance the dual role as a teacher and a mother.

Future Researchers. The findings of this study provide further attention to all researchers to discover deeply on how to balance dual functions being teacher and a mother. This is also a starting point to expand the coverage of the research.

Definition of Terms

The following terms were defined operationally based on the problem being investigated.

Coping. This refers to the strategies that applied to manage the struggle of teachers on balancing dual role.

Experiences. This refers to the actual experience of teachers in balancing their dual role as a teacher and a mother.

Insights. This refers to the perceptions by the teachers in balancing their dual role being teacher and a mother.

Struggles. This refers to the problems and difficulty encountered by teachers while performing their dual functions being teacher and as a mother.

Chapter II

METHODS

This chapter explains how the study will be conducted and how the data are gathered and treated. It is divided into several sections: the research design, research locale, role of the researcher, research participants, data collection procedure, data analysis, trustworthiness and credibility, and ethical consideration.

Research Design

Qualitative research design will be utilized of this study. Lincoln (2022) pointed out that qualitative research study of things in their natural setting to make sense of a phenomenon. Denzin (2022) noted also that qualitative research methodology is exploratory in nature; thus, any features of information that may be derived are all fluid, subjective and given from the viewpoint of the participants that based upon their understanding, feelings, and experiences. The qualitative part of this study is basically examines lived experiences and challenges of study participants (Sauro, 2018).

The phenomenological form is the appropriate design that will be utilized in this study because the relevant experience, including the deeper thoughts of the participants, will be efficiently extracted. Jeynes (2015) confirmed that the relevance of phenomenology is to gather appropriate insight from the participants' experiences and explore the deeper human thoughts, feelings, and understanding to produce genuine results for the study.

Research Locale

The study conducted in Muñoz Elementary School, Monkayo, Davao De Oro, Philippines. Davao de Oro is situated in Davao Region of Mindanao. It recognizes as second richest province of the country by Commission on Audit in the year 2017 with an asset of Php18.75 billion. The Province of Davao de Oro formerly known as Compostela Valley situated at the northern part of Region XI, with its territorial boundaries in the south, the Province of Davao del Norte, in the east, Davao Oriental; in the north, Agusan del Sur; and in the west, the province of Bukidnon.

Monkayo, located in the province of Davao de Oro, has a rich historical and cultural background. It was originally inhabited by Lumad groups such as the Mandaya, Manobo, Mansaka, Manguangan, and Dibabawon, who lived by hunting, fishing, and slash-and-burn farming. Each tribe was led by a bagani (chief), and they practiced their own traditions, songs, dances, and rituals. The arrival of Spanish missionaries gradually influenced the native population to adopt Christianity. Monkayo officially became a Municipality in 1954 through Executive Order No. 65 signed by President Ramon Magsaysay, with Angelo Ortiz serving as its first mayor.

Monkayo gained national attention in 1983 when a massive gold deposit was discovered at Mount Diwata, triggering a gold rush that drew tens of thousands of people and transformed the area into a bustling mining community. Despite its economic potential, the rush led to unregulated mining, health hazards, violence, and environmental degradation. In 2002, a large portion of the area was declared a mineral reserve and environmentally critical zone by President Gloria Macapagal Arroyo. Today, Monkayo remains a significant town in Davao de Oro, known for its cultural heritage and its role in the region's mining industry. Monkayo is first class municipality of Davao de Oro. It is progressive municipality due to its abundance of agricultural products such as rice, coconut, banana, palm oil and other and also ores such as

gold and silver. Municipality of Monkayo composed of 21 barangays. Union is 4th barangay of the municipality.

Union is a barangay located in Monkayo, Davao de Oro, with a population of 8,316 as of the 2020 Census, representing 8.85% of the municipality's total population. The area has seen rapid population growth, particularly between 2015 and 2020, with a striking annual growth rate of 21.83%. In 2015, there were 838 households with an average size of 3.88 members, reflecting a steady decrease in household size from 5.56 in 1990. The barangay's elevation is approximately 90.9 meters above sea level.

Muñoz Elementary School is located at barangay Union, Monkayo, Davao de Oro with distance of 9 kilometers from Poblacion Monkayo. It is a center of all schools both elementary and secondary for the reason that the district office of Monkayo East located in the premise of this school. The school has filed petition to change its name from Muñoz Elementary School to Union Elementary School and it also applying to become central school which both pertinent documents submitted in the appropriate offices for approval. Moreover, Muñoz Elementary School is biggest school of Monkayo East District with 2,000 pupils and with 36 teachers including the school head.



Figure 1. Map of Muñoz Elementary School

Role of the Researcher

Since the study was a phenomenological and qualitative in nature, the researcher is responsible for creating the research design, interviewing, collecting, verifying, transcribing, thematizing, analyzing and reporting

(Fink, 2020) the information gather and interpreting the findings in connection to balance the dual role being teacher and a mother.

In the thematising phase, the researcher will focus on the experiences of teachers who is a mother to balance the dual role. Designing during this stage, the researcher will shape the methodology and will adopt phenomenology to understand the teachers' lived experiences. The researcher will be used an in-depth interview to gather information and will formulate an interview guide in interviewing phase to explore the lived experiences of the teachers in terms of their work-life balance. The interview guide will be validated and approved before the in-depth interview will occur, and then the researcher recorded every data given.

After the interview, the researcher will transcribe the responses of the participants. Then, the next step of the research process is the transcription of recordings. The researcher will encode the responses and will arrange them according to the questions.

Next step will analyzing in which coding will be the first part of the analysis, which means that the research is concerned with naming and categorizing phenomena. Transcribe and arrange data will be labeled, colored and correctly will categorize. After the verification of the data, the researcher will validate the data analysis, which concerned the findings' generalizability, reliability, and validity. Generalizability means that findings can be generalized; reliability refers to the consistency of findings/results, whereas validity questions of the study investigates what is intended. The number of participants that answered the exact answers will be considered and the number of instances it will be repeated; thus, data saturation is assured.

The last phase was reporting; that goes without saying that reporting covers the part of the research process where the researcher will write a report to present the findings. In this stage, the researcher will follow the pattern for the presentation of the findings and their discussions, highlighting the emerging themes of the study.

Research Participants

The participants included in my research study were eight classroom teachers who are nursing mother of Muñoz Elementary School who are in the service for at least five years. These teachers are having more knowledge and experience about balancing dual roles being teacher and a mother. Then participants below five years' experience and not nursing mother are excluded.

The researcher utilized purposive sampling method in selecting the participants. Likewise, this was ensuring that the participants have more knowledge and have lived experience balancing dual roles being teacher and mother. Thus, initially the researcher opted to come up with eight participants for the in-depth interview. They were identified of pseudonyms for privacy and confidentiality purposes.

Data Collection and Procedure

Before the validation of the interview questionnaires, the researcher secured clearance from Ethical Review Committee (ERC) that the study is compliant to ethical standards. After the approval by the ethical committee, the researcher proceeded to validation of the interview questionnaires.

Then, the researcher formulated of interview questionnaires with the help of her adviser and some experts of the area concern.

After the validation of the interview questionnaires, the researcher asked permission from schools division

superintendents and school principals of 4 schools to conduct the in-depth interview (IDI) to the identified participants to gather the qualitative data.

As a matter of procedure, data collected through audio recording of interviews and focused group discussion that happened in quite place that made possible clear recording of voices. This audio recording of the interview transcribed verbatim and checked by the participants for confirmation

Data Analysis

In this study, the researcher employed thematic analysis to determine the genuine results of the study. The thematic analysis is process to investigate if the theme or result is authentic and to ensure that is produce from the responses of the participants transcribed for such purpose. Themes are essential in the discussion to complete the qualitative study.

Information and data collected cared and considered confidential. The security of it is not compromised. In the event that the study may be published, the participants' identity will be withheld. The gathered data is stored properly, archived securely and safely. The researcher taken measures to protect anonymity and privacy of identity of every participant. Finally, after the study, the researcher disposed properly the survey questionnaires, audio tape and recorded data.

Trustworthiness and Credibility

Trustworthiness describes how the information in the study is reliable and credible. Trustworthiness is essential to every study. Anyway, the researcher was addressing through properly observing the four components namely; credibility, transferability, dependability and confirmability.

The researcher was addressing credibility of this study by ensuring the participants' viewpoint be gathered in the interviews are credible. It genuinely and authentically describes the phenomenon that help to complete the study. The results were presented to each participant so the interview transcripts be checked and verified. The results kept and destroyed after the study.

The researcher addressed transferability of this study by ensuring that external validity achieved. External validity deals with the certain extent to which the results of one study can be utilized to other situations. The study's result is essential for improving students discipline implementation. However, it would be presumptive to generalize the results as true in other schools, districts, divisions or regions as unique situations might come out considering that only few teachers are involved in the study.

The researcher was addressing the dependability or reliability by ensuring that the result of this study is authentic. Thus, the researcher will conduct observations and will ask questions on important issues to ensure the consistency of the results.

Lastly, the researcher was addressing the confirmability by ensuring that the result is authentic by using of an audit trails through returning the data to participants for authentication. The participations will be asked to affix their signatures confirming that the data are proven true and ready for the exposition.

Therefore, to establish trustworthiness in qualitative was observed properly. Thus, in the qualitative, the researcher applied the four components with the six considerations to determine if the method, the findings and interpretation of the qualitative research have been conducted with the trustworthiness. These are: evidences of thick description, member-checking, triangulation strategies, collaboration between me and the participants, reflexivity and transferability.

Ethical Consideration

Ethical consideration presents the beliefs and concepts that should be maintained throughout the study (Creswell, 2018). With this, the researcher was ensuring that the ethical standards are strictly followed throughout the study addressing the following areas:

Social Value. This research conducted to address the existing issues in balancing the roles of being a teacher and a mother in selected schools of Monkayo East District, Monkayo, Davao de Oro. The study aims to identify best practices for maintaining this balance in the identified schools. The results shared to the community through the Department of Education (DepEd) and published in the online journal, so other related research studies can make use of it as a reference.

Informed Consent. The researcher distributed Informed Consent Forms (ICF) to the identified participants. The researcher disclosed the essential information such as the name and affiliation of the researcher. It emphasized that the participation of the participants is purely voluntary and they are free to withdraw anytime they feel any discomfort. The purpose of the study was explained, along with the procedures carried out for the study.

Vulnerability of the Research Participants. The researcher explained the entire process of the conducted in-depth interview and also emphasized that the participants have the freedom to opt out of the interview if they experience any discomfort and it was not affect them in any aspect.

Risks, Benefits, and Safety. The researcher explained the benefits of the participant's participation in the study. The in-depth interview also be done during the most convenient time and place for the participants and any expenses incurred by them for the study will be reimbursed by the researcher.

Privacy and Confidentiality of Information. The researcher makes sure that the participant's personal information, identity, and data gathered be kept confidential and secured to ensure that the Data Privacy Act of 2012 is being followed. The data collected is recorded using a mobile phone and the files transferred to a Google drive, which only the researcher can access. The data destroyed after the study conducted.

Justice. The research participants were chosen based on the inclusion criteria. The participants in the study are public school teachers who have been in service for at least five years and who have dual roles as both mothers and teachers. However, in any case that research participants might incur their expenses during the conduct of the interview, the researcher would be reimbursed them. They would be given a token of appreciation for the inconvenience that the study might have caused.

Transparency. To address this aspect, the researcher disclosed the affiliations and the objective of the study. The research participants also given a copy of the transcript of their answers to verify the reliability and validity of the data gathered

Qualification of the Researcher. The researcher has enough experience in conducting a study for being completed research subject in the graduate studies and being also teacher of public school and involved in the basic research of the Department of Education (DepEd).

Chapter III

FINDINGS

This chapter presents the findings to the research questions that explored the perspectives of teachers on balancing role as a teacher and as a mother. The primary focused of the investigation was to discover the challenges, coping mechanism and the insights of teachers on balancing role as a teacher and as a mother. The research participants of the study were 8 teachers from Muñoz Elementary School of Monkayo East

District, Davao de Oro who purposely chosen to answer the interview question during the in-depth interview.

The responses of the participants were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used in order to conceal the identification of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

Experiences of participants in balancing role as a teacher and a mother?

This section presents the results to the 1st major research question; “What are experiences of the participants in balancing their role as a teacher and as a mother?” Two specific research questions were used to gather data and information for this major research question. The question was intended to gather information on the understanding of the research participants regarding the best practices in maintaining students discipline.

Experiences in Balancing Role as a Teacher and as a Mother

The themes in this section came from the specific question 1.1 ‘What were your experiences in balancing dual role as a teacher and as a mother?’ The responses generated three themes: feeling tired and drained, hard and exhausting and time management problem.

Feeling Tired and Drained. The response of the participant manifests that balancing dual role as a teacher and a mother is not easy. They felt tired and drained. Informant 2 mentioned that she feels so tired and drained balancing her role, by saying that:

As a teacher sometime I feel so tired because I was so drained doing my task inside the classroom. That is why balancing my dual role is so challenging.

Informant 3 articulated the same experienced, to wit:

Lisod mag balansi, adunay panahon nga drained kaayo akong feeling physically, mentally and emotionally. Pero sa laing bahin makalipay ug maka proud nga kaya ra diay nako.

(It is hard to balance, there is time that I too much physically, mentally and emotionally. However, I am proud and happy that I can overcome it.).

Then, informant 4 emphasized similar observation, while saying that:

Dili lalim mahimong Inahan unya teacher pa gyud, makahurot sa energy. Pero laban lang gihapon para sa mga anak ug mag estudyante.

(It is not easy to become mother and a teacher. It consumes my energy. However, I am still fighting for the sake of children and my students.

Moreover, the informant 1 articulated also her feeling in balancing dual role, by saying that:

Balancing the dual role of being teacher and a mother is challenging but fulfilling one. I have to be sure that I can give quality time to my family during weekends and holidays.

Finally, the same sentiment presented by informant 7, to wit:

I encountered challenges in maintaining student's discipline because their behavior changing from time to time. It needs for me to shift and modify appropriate and effective discipline strategies.

Hard and Exhausting. The result manifested that it is not easy for the teachers to balance the dual role as a teacher and as a mother. They felt that it is hard and exhausting. Informant 5 articulated her feeling while balancing the dual role by saying;

*Dili sayon mag balance sa duha, magtutudlo ug mahimong inahan.
Mahimong maapektuhan ang usa kung dili kini mabalansi.*

(It is not easy to balance the dual role, teacher and mother. One would be affected if it is not balance properly).

Informant 6 expressed similar experienced, to wit;

Balancing my dual role as a teacher and a mother is hard and exhausting. I try ma very best to perform my dual roles productively but sometime I feel guilty because I believe I cannot give 100 percent for both work and family.

Time Management Problem. As classroom who perform teaching duty time management is very essential. Anyway. the response of the informants' manifests that teacher has a problem how to manage the time effectively while balancing their dual role as a teacher and as a mother. Informant 8 discloses that she felt harder to manage her time for being teacher and a mother, as she shared that:

Nag problema jud ko sa pagbahin sa akong oras. As teacher daghan kaayo ta ug paperworks nga bisan ang oras para sa pamilya magamit gihapon.

(It is really my problem how to manage my time. Being teacher, there are many paperworks that even my time for the family is affected).

Relevance to Balance Dual Role

This section presents the results to the specific research question 1.2 "How relevant to balance dual role as a teacher and as a mother?" The responses generated two themes, very important and require time, effort and attention.

Very Important. The result revealed that it is very important for the teacher who is also a mother to balance her dual role efficiently. Indeed, both roles need of equal attention and require to be perform productively. Informant 1, by saying that:

Balancing the dual role is very important. It helps both role perform properly and effectively.

It was supported by informant 2, by stating that;

It is so relevant to balance the dual role as a teacher and as a mother because both are important. I work to earn so that I can give the needs of the family.

Informant 3, presented similar idea, says that:

Importanti kaayo nga mabalansi ang duha bilang magtutudlo ug ginikanan kay pareho ang duha nga nagkinahanglan nga buhaton.

(It is very important to balance both roles as a teacher and a mother because both roles need to be performed).

It was supported by informant 4, by stating that;

Importanti kaayo na mabalansi ang trabaho bilang teacher ug pagka inahan. Lisod kung adunay mabiyaan tungod kay wala mabalansi. Dapat balansihon tungod kay maghatag kini ug problema.

(It is important to balance the work as a teacher and as a mother. It difficult if these will not be balanced because it resulted to a problem).

Then, informant 5 narrated the same observation, by saying that:

Importanti kaayo para mabuhay ang duha ka role, pagka magtutudlo ug pagka-inahan nga produktibo alang sa mga estudyante ug sa mga anak.

(It is very important to perform both role as a teacher and as a mother productively for the welfare of the students and the children).

Likewise, informant 6 articulated related concept, to wit;

It is really important to balance being a teacher and a mother because both are big responsibilities. If focus too much on one the other might suffer. My students need my attention and my children too. Indeed, when I learned to manage both my task become lighter.

Finally, informant 8 expressed similar notion, by stating that;

Importanti kaayo ang pagbalansi sa atong role bilang magtutudlo ug bilang nanay kay ang atong mga anak nagkinahanglan usab sa atong giya ug pagpangga.

(It is very important to balance both roles as a teacher and as a mother because our children need of guidance and care).

Require Time, Effort and Attention. The responses of the informants reveal that balancing dual role as a teacher and as a mother is relevant because both roles require time, effort and attention. This means that teacher need to balance the dual role so that they can be productive in teaching and parental function. Anyway, informant 7 narrated that:

It is relevant because both roles require time, effort and attention. Being teacher and a mother these functions be perform effectively for the welfare of students and children.

Struggles Encountered in Balancing Dual Role as a teacher and as a mother

This section presents the results to the 2nd major research question ‘What are your struggles in balancing dual role as a teacher and as a mother?’ Three specific research questions were used to collect data for this question highlighting the understanding of the research informants on the best practices in maintaining student discipline.

Struggles in Balancing Dual Role as a Teacher and as a Mother

The themes derived from the responses of the research informants to the specific research question 2.1 ‘What are strategies in balancing dual role as a teacher and a mother?’ The themes generated were time management, work pressure and time energy.

Time Management. The responses of the participants revealed that the struggles of teachers to balance dual role as a teacher and as a mother is the ability to manage the time. This meant that teachers felt harder to manage their time in school and in their house. The informant 1 reiterated by saying that;

Balancing my dual role as a teacher and as mother is not easy. One of my biggest struggles is the time management. As teacher there are many things need to do in school requires my time and as a mother, I have also responsibilities at home that need my time too.

It is similar reiteration of the informant 2, by saying that;

My struggle is how to balance my time effectively because both roles require of time.

Then informant 4 presented the same struggles, to wit;

The best advice to my co-teachers, create a supportive environment and promotes respect, learning and growth for all students.

Moreover, informant 6 expressed related observation that;

Ang akong struggle kung magdungan ang duha, akong trabaho ug akong pamilya nagkinahanglan sa akoo. Lisod kaayo. Pero unahon jud nako akong pamilya.

(My struggle if my work and family need me at the same time. It is hard but I need to prioritize my family).

Finally, the informant 7 articulated, to wit;

My struggle is how to manage my time being teacher and a mother efficiently. Then, how to manage pressure of higher office that always compliance of report in soonest time.

Work Pressure. The main duty of teachers is to maintain student discipline in order to deliver the curriculum toward the learners effectively. The responses of the informants manifested that teacher maintain student discipline in the classroom by implementing rules and regulations to guide and nurtures behavior.

Informant 5 expressed her sentiment by expressing that:

Pressure sa mga trabaho tungod kay madala sa balay ang ASAP nga report. Maapektuhan ang akong pagka-inahan; dili nako ma perform ang akong duty bilang inahan. Unahon gyud ang report para ma-submit pagka ugma.

(Pressure in work because ASAP report brought at home. My parental obligation is affected; I cannot perform my duty as parent. I prioritize the report to submit next day).

On the other hand, informant 8 added to the statement, by saying that:

To comply all the pressure of my works as teacher and to provide the need of my children as mother. Until now I still struggling.

Time and Energy. Every teacher who is a mother has struggle that need to overcome. Thus, the response of the participant revealed that the struggles of teachers in balancing dual role as a teacher and a mother is time and energy. This meant that the teachers struggle how to manage time effectively and how to maintain their energy in order to deliver their duties as a teacher and as a mother.

The informant No. 3 testified that she has struggle in balancing the dual role, by saying that:

Nag struggle ko sa time ug energy. Naay panahon nga murag mahutdan ko ug panahon ug energy.

(Nag struggle ko sa time ug energy. Naay panahon nga murag mahutdan ko ug panahon ug energy).

Difficulties Encountered in Balancing Dual Role

The themes derived from the responses of the research informants to the specific research question 2.2 ‘What are difficulties have you encountered in balancing dual role as a teacher and a mother?’ The themes generated were: leaving children at home for work, asking permission to school head, stress, self-time and lack of rest, and limited time.

Leaving Children at Home for Work. The main goal of teacher why she is going to work because of the family. Anyway, the responses of the participants manifested that one difficulties that they encountered while balancing dual work as a teacher and a mother is leaving the children at home through of other people because of work

Informant 1 articulated of her difficulty on balancing dual role, as a teacher and a mother, by stating that:

Balancing my dual role as teacher and a mother has brought many difficulties. One of the difficulties that I encountered leaving my ill-child at home in order to perform my role as teacher. It really heart breaking.

It is supported by informant 3 articulated this statement, to wit:

Sa tinood lang, lisod pag balansi sa akong trabaho ug bilang isa ka mama. Labi na sa panahon nga naay problema ang mga bata nagkinahanglan sila sa akoang presensya, mabiyaan gyud nako akong trabaho. Mao na nga lisod gyud.

(In reality, it is hard to balance my work and being mother. When there is a problem that my family needed my presence, I need to leave my work. That is the hard thing).

In, addition, informant 7 articulated of similar experienced, by articulating that:

The most difficult thing I have encountered in balancing dual role as a teacher and as a mother to left my newly born baby because I need to go back to work. It is painful to leave to my baby to my parent but necessary due to the call of duty.

Moreover, informant 2 presented the same agony, to wit:

So far, handling my stress when I tired performing my both roles the most difficult things to handle. However, I need to overcome on it.

Asking Permission to School Head. The responses of the participants manifested that the difficulty of teachers in balancing their dual role as a teacher and a mother is asking permission to school head to file a leave because of family. Undeniably, public school is governed by policies and it is the authority of the school to approve or not the leave of absence application of teachers.

Informant No. 4 expressed her sentiment for the inconsiderate behavior of the school head, by saying that:

Kanang mananghid ka sa school head tungod sa imong pamilya unya dili ka tugtan kasab-an pa hinoon. Maoy nay lisod sa amoa.

(When we ask permission to the school head due to family, instead of consideration, he disapproved it with reprimand remarks. It really hard for us.).

Informant No. 5 added:

Ang demand sa trabaho nga kinahanglan mag overtime para mahuman ang required nga report. Nagamit na ang oras nga para sa pamilya. Mao nay lisod sa DepEd.

(Time for my family was consumed due to the demand of work to render overtime in order to finish the required report. That is the hard things in DepEd).

Stress, Self-Time and Lack of Rest. The responses of the participants revealed that teachers experienced of stress while balancing their dual role being a teacher and a mother. They do not have time for themselves and even to time rest because of work and family. Then, it was emphasized by informant No. 6 that all her time consumed of work and family, by saying that:

I've faced many challenges such as stress, no time for myself and lack of rest. Teaching and being mother are demanding. It requires a full time for it. That is why I do not have time even for myself.

Limited Time. The responses of the participants revealed that too much work due to additional workloads in school limit the time of teacher to perform her mandated teaching task and also time for her family. Informant 8 expressed her agony in balancing dual role, by saying that:

Too much work due to additional workloads, my time is not enough to do all things. That is why my time intended for my family is affected.

Struggles and Difficulties Affects in Balancing Dual Role

The themes generated from the answers of the participants on the specific research question 2.3 'How these struggles and difficulties affects in balancing dual role as a teacher and as a mother?' Themes produced were: affects emotional and physical well-being, cannot perform well as teacher, reduces quality time with children and cannot provide an outstanding performance.

Affects Emotional and Physical Well-Being. The responses of the participants revealed that the difficulty and struggle in balancing dual role being teacher and a mother affect the emotional and physical well-being of teachers. This meant that the difficulty and struggles have negative impact to teachers. Informant 2 expressed the effect of struggle and difficulty in balancing dual role, saying that:

It affects my emotion because when I'm tired I get mad easily for the pity things inside my house.

It is added by informant 5 articulated of the same idea:

It affects my personal and physical well-being. The struggles and difficulties lead to stress and burnout.

Moreover, it was emphasized by informant 6, to wit:

It makes me stress and burnout which lead to become lazy to perform my tasks in school at home. This really affects me and my work.

Cannot Perform Well as a Teacher. The responses of the participants revealed that the effect of the difficulty and struggle in balancing dual role, the teacher cannot perform well. This meant that the performance of teachers is affected.

Informant 3 expressed that the struggle she experienced affect to her performance as teacher, to wit:

Dako gyud ang epekto niini sa akong trabaho. Dili ko perform ug maayo sa akong pagka-magtutudlo. Maapektuhan gyud ang pagmatuto nako sa mga estudyante.

(It has a big impact to my work. I cannot perform well my teaching duty. In which it really affects my work to nurture the students).

It is added by informant 4 articulated of the same idea:

Naka apekto sa akong performance bilang magtutudlo. Nakahatag ug stress kung diin dili na ko ganahan magtutudlo.

(It really affects to my performance being teacher. It gives me a stress that is why I lost my love on teaching).

Reduces Quality Time with Children. The responses of the participants manifested that struggle and difficulty in balancing dual role is reduces the quality time of teachers to their family. Informant No. 7 expressed her sentiment, by saying that:

It reduces the quality time with my children because most of the time I have to do my teaching duties until evening and even weekends.

Informant No. 8 narrated similar ideas, to wit:

Kini nga struggle sobra nga naka apekto sa akong pamilya. Tungod sa pressure naapektuhan akong panahon para sa akong mga anak.

(This struggle affects to much my family. Due to pressure, my time for the children is affected).

Cannot Provide an Outstanding Performance. As disclosed by the informants that the impact of struggles and difficulties in balancing their dual role, teachers cannot provide an outstanding performance. Informant No. 1 expressed her sentiment, by saying that:

These struggles and difficulties certainly affects both role as a teacher and a mother. I feel that I cannot give outstanding performance both role because it needs of my time.

Coping Mechanism in Struggles Balancing Dual Role

The results in this section were from the responses to the specific research questions used to gather data for the 3rd major research question, 'How do the participants cope with the struggles that they experienced in balancing their role as a teacher and as a mother?' Three specific research questions were utilized to collect data and pieces of information.

Mechanism Employed to Cope Challenges and Difficulties in Balancing Dual Role

This section presents the results to the specific question 3.1 What mechanism did you employ to cope with the challenges and difficulties in balancing dual role as a teacher and as a mother? The themes were;

manage time properly, being more sensitive, patience and understanding with kids, collaborate with colleague, talk with family, family's love, activities proper scheduling and prioritization and giving extra effort on special occasions.

Manage Time Properly. One important quality of a teachers is being resilient. The responses of the informants revealed that the mechanism of teachers to cope the difficulty in balancing dual role is properly manage their time. Informant 1 narrated that she need to manage her time to cope the difficulty, to wit:

The mechanism that I employed, I need to manage my time properly. I have used planner and to do list in order to arrange my activities both teaching and mother.

Being More Sensitive, Patience and Understanding with Kids. The responses of the informants revealed that the mechanism of teacher as to cope the difficulty in balancing the dual role is more sensitive, patience and understanding with the kids. Thus, kids are the stress reliever of teachers.

Informant 2 narrated that she need to be more sensitive to kids as her stress reliever, to wit:

I try to be more sensitive with my kids because they are my stress reliever. I try as much as possible to be more patience and understanding.

Collaborate with Colleague. As disclosed by the participants that mechanism of teachers to cope the difficulty in balancing their dual role is collaborating with colleague. Collaboration make the task in school simplified and lighten. Informant No. 3 illustrated that the collaboration coping mechanism of teacher, to wit;

Kinahanglan nga makipag collaborate ko sa akong mga kaubanan para mapagaan ug mapasayon ang mga kalisdanan nga akong kasinatian. Ug sa panimalay, naga istorya mi sa akong pamilya para mahupay ang gibati.

(It needs for me to collaborate to my colleague to lighten my hardship.
In our house we talked with family to comfort my feelings).

Talk with Family. The family is the comfort of every teacher. However, as revealed by the informants that the mechanism to cope the difficulty of teachers in balancing their dual role is the family. The family is the source of teachers' comfort. The informant No. 3 narrated her views:

Ug sa panimalay, naga istorya mi sa akong pamilya para mahupay ang gibati.

(In our home, we talk with my family in order to comfort the feelings).

Family's Love. As disclosed by the participants that mechanism to cope the difficulty of teachers in balancing their dual role is love of the family. Indeed, love of the family strengthen teachers to continue perform her role. Informant No. 4 illustrated this following idea:

Ang gugma sa pamilya maoy nakahatag kanako ug kusog sa pagpadayon sa pagbuhat sa akong trabaho bilang magtutudlo ug ginikanan.

(Love of family gives me strength to continue perform my role as teacher and parent).

Rest. As disclosed by the participants that mechanism to cope the difficulty of teachers in balancing their dual role is to rest. This meant that teachers need rest to regain their enthusiasm and strength. Informant No. 4 illustrated the following idea, by saying that:

I need to rest so that I can regain my strength. Resting is not stop working but giving more strength to make more aggressive to perform dual role.

Activities Proper Scheduling and Prioritization. As disclosed by the participants that the mechanism of teachers to cope the difficulty in balancing their dual role proper scheduling and prioritization of all activities in school and home. Informant No. 6 testified that necessary to schedule the activity, by saying that:

I plan my activity which become a basis to follow for all day so that I become guided to avoid wastage of time and effort. Everything both work and home become productive for the welfare of students and my children.

Informant No. 7 articulated of the same idea, to wit:

Through proper scheduling of activities and prioritization so that everything will be manage efficiently.

Giving Extra on Special Occasions. As disclosed by the participants that mechanism of teachers to cope the difficulty in balancing dual role is giving extra on special occasions of members of the family. Informant No. 8 testified that teacher give extra effort to her family members, to wit:

Gibawi nalang nako ang kakulangan bilang nanay sa paghimo ug extra effort on special occasions like birthdays, christmas, new year, father's day ug uban pa. Palitan nako sila ug mga butang makalipay nila bilang bawi sa kakulangan sa ilaha.

(As parent I need to make up for the time I was not around through extra effort on special occasions like birthdays, christmas, new year, father's day and other. I buy something to make them happy as to recompense for not there when they need me).

Effective Strategies Used to Balance Dual Role

This section presents the results to the specific question 3.2 'What effective strategies did you used to balance dual role as a teacher and as a mother'? The generated themes were: establish proper planning of activities and prioritization, proper time management, proper distribution of workload and leaved work at school.

Establish Proper Planning of Activities and Prioritization. As manifested by the informants that effective strategies used of teacher to balance dual role is establishing proper planning of activities and prioritization. With this, teacher choose what is priority but delegate to other activities so that the two role perform efficiently at the same time. Informant 1 presented that she establishes effective planning and prioritization, saying that:

I establish effective planning and prioritization of both roles. Then, respond what is urgent and priority.

Informant 3 narrated of the same observation, to wit:

Sa akola, iplatar ug tama ang mga activities ug mag assign ug mga tao para mabuhay ang tanan usa sa pamaagi nga ma-balansi. Kung dili ko maka atiman sa mga bata tungod sa trabaho akong ihatag sa akong bana. Ug dili ko maka adto sa eskwelahan tungod sa pamilya akong ihatag sa akong mga kaubanan nga magtutudlo ug pagtudlo.

(For me, I need to plan properly the activities and assign somebody to perform all as strategy to balance. If I am unable to take care my children, I let my husband do it. Then, if cannot report to school for family reason, I give it to my co-teacher, too.)

In addition, informant 5 narrated similar idea:

Established proper planning of the different activities so that there is no overlapping. Every plan should be performing properly.

Proper Time Management. As revealed by the informants that the strategy used of teachers to balance dual role is proper time management. Informant 2 expressed that she balances the dual role, by saying that:

I balance my two roles, as a teacher and a mother through time management properly. Poor management of time can be resulted on poor performance of both roles.

Informant 4 expressed of the same idea, that:

Time management ug pag-amping sa kaugalingon maoy pamaagi nga padayon sa pagbuhay ang mga buluhaton.

(Time management and taking care of myself is the way to continue to perform my works).

In addition, informant 6 expressed of similar concept, to wit:

I manage my time properly so that I can finish all my work in school and home on time and efficient. Both roles perform be effectively.

Proper Distribution of Workload. As revealed by the informants that the strategy used of teachers to balance dual role is proper distribution of workload. Over workload hinders effective work-life balance. Informant 7 expressed that she monitors the behavior of the students, by saying that:

Proper distribution of workload to avoid overlapping that affect negatively the balancing both roles.

Leaved Work at School. As revealed by the responses of the informants that the strategy used of teacher to balance dual role is leaving work in school in order to have time for the family. Informant 8 presented that she did not school work at home, to wit:

Wala nako ginadala mga trabahoon sa eskwelahan sa among balay para naa koy panahon sa mga bata ug akong bana.

Support Extended to Participants in Difficult Time in Balancing Dual Role

This section presents the results to the specific question 3.3 ‘Who are extended support to participants in difficult time in balancing dual role as a teacher and as a mother?’ The generated one theme was: family, co-teachers, school community, relatives and friends.

Family, Co-teachers, School Community, Relatives and Friends. Teaching is stressful work. It necessary to have support system to continue encourage especially time of difficulties. The result manifests that the support system of teachers to overcome difficulties are family, co-teachers, school community, relatives and friends. Informant 1 articulated that family, co-teachers, school community, relatives and friend extended support to her, to wit:

My family, co-teachers, school community, relatives and friends supported me during difficult time.

Informant 2 presented that family and relatives continue take good care of her, by saying that:

My husband always with me and also my mother in law who take good care of children when I go to work.

Informant 3 expressed similar ideas, that:

Ang akong husband ug ang akong mga kaubanan sa eskwelahan maoy naga suporta sa akoo. Sila ang akong kusog.

(My husband and my co-teacher in school supports me. They are my strength).

Informant 4 added of the same concept, by saying that:

Ang akong pamilya maoy naga suporta sa akoo. Sila ang akong saligan sa tanang panahon.

(My family supports me. I trusted them all the time).

It is added by informant 5 to wit:

My husband and my children are supported me in time of problem and difficulty. They are always in my back to push me.

Informant 6 added the same statement, by saying that:

My biggest back up is my husband and my mother. My husband helps me to all house chores while my other helps me take care my children.

It is presented by informant 7 of similar ideas;

My husband and family supported me all the time. They are my courage and my strength.

Finally, the informant 8 presented relevant ideas to wit:

In this situation, partner gyud nako akong bana, mama ug mga igsoon. Sila maoy suporta.

(In this situation, my husband, mother and sisters are my partners. They are my support system).

Insights Gained in Balancing Dual Role

This section presents the results to the specific question 4.1 “What are your insights gained in balancing dual role as a teacher and as a mother?” The themes were; not perfect yet trying own best self, parents’ happy and grateful, must have support from colleague and school administrator, train teachers develop balancing skills, can perform productively along with love, patience and support, need strength consistency and needs dedication and love.

Not Perfect Yet Trying Own Best Self. The responses of the informants revealed that the insights gained of teachers in balancing dual role is to trying to do their best to become good mother toward her children and a good teacher as well to the students. Informant 2 expressed that as teacher she trying her best to good teacher at the same mother, by saying that:

I know I am not perfect but I really try my best to be good mother to my children and also be good teacher to my pupils.

Happy and Grateful. Humble teacher is grateful to Almighty God of the blessings she received. The responses of the informants revealed that the insights gained by teacher in balancing dual role is learning to be happy and grateful for having a work and children. This meant that teachers need to grateful and thankful instead of complaining to the hardship.

Informant 3 articulated that necessary to be grateful inspite of hardship, to wit:

Lisod siya pero kinahanglan nga buhaton. Maglipay ug magpasalamat tungod kay usa ka blessing nga naa tay trabaho ug ilabi na nga gitagaan ta ug mag anak. Ang uban hangtod karon sigi pa pangandoy.

(It is hard but need to balance. Then, be happy and be thankful to blessed with work and most importantly blessed with children. Some pupil still hoping of having it).

Must have Support from Colleague and School Administrator. Teaching is one of stressful work. Support from co-worker is necessary. As disclosed by the participants that the insights gained by the teacher in balancing dual role that support of co-teacher and school administrator is essential. Indeed, their moral support will strengthen to teachers.

Informant No. 4 illustrated that she desires for support of colleague and school heads, to wit:

Dapat naay suporta gikan sa mga kaubanan ug ilabi na sa school administrator para mahapsay ang tanan.

(Supposed there is support from the colleague and especially from school administrator).

Train Teachers Develop Balancing Skills. As revealed by the informant that the insights gained by the teacher in balancing dual role is the necessity of training to develop balancing of teachers. This meant that the teachers equip balancing skills so that she performs both roles productively. The informant No. 5 narrated her views:

Teachers should be trained how to balance their works as a teacher and a mother effectively. Training develop skills of teachers teach them how to manage both roles.

Can Perform Productively along with Love, Patience and Support. As disclosed by the participants that the insight gained by the teachers in balancing dual role, they realized that doing dual role is not an easy task but through love, patience and support can be performed it productively.

Informant No. 6 illustrated the following idea, by stating that:

I realized that being both teacher and a mother is not an easy task, but it is possible to perform productively if there is love, patience and support. I've learned that necessary to continue perform both roles for welfare of students and children.

Needs Strength and Consistency. The response of the participant disclosed that the insight gained in balancing dual role, teacher needs to be strong and consistent in order to perform both roles productively.

Informant No. 7 illustrated the following idea, by saying that:

Balancing dual role is not easy. It needs to be strong and be consistent. It is alright to feel tired but don't give up because many are need of my services.

Needs Dedication and Love. The response of the participant disclosed that the insight gained in balancing dual role, teacher must have dedication and love to her job and to family. However, dedication and love to family and works motivate the teachers to perform both roles efficiently. Informant No. 8 illustrated the following idea, by saying that:

In balancing our role as a teacher and a mother is not just an easy task, but it need of a dedication and love. Love for family and love for students who are future of the country.

Learning Gained from Experiences in Balancing Dual Roles

This section presents the results to the specific question 4.2 'What learning have you gained from experiences in balancing dual role as a teacher and as a mother? The generated themes were: need to be strong and resilient, very important, challenges taught own self being strong, positive and responsible,

learn to plan organize and perform task effectively, learned being strong and tough, time management as an ideal approach, and never neglect role being a mother.

Need to be Strong and Resilient. The responses of the informants revealed that the learning gained in balancing dual role, teacher needs to be strong and resilient in order to balance both roles efficiently. Informant 1 expressed this relevant statement, by saying that:

Need to be strong and resilient in balance both role for the good of the students and the family.

Informant 4 articulated of similar idea, to wit:

Gikinahanglan nga mahimong lig-on sa tanang panahon. Ug importanti kaayo ang mag manage sa time ug pag prioritize sa mga buluhaton para mahimo kini nga produktibo.

(It needs to be strong at all times. It is also important to manage the time and how to prioritized for productivity).

Very Important. The responses of the informants revealed that the support of colleague in school and family members are very important factor in balancing dual role effectively. This meant that teacher needs of support from school and family to perform her dual roles productively. Informant 2 expressed that support of one another is very important, by stating that:

I learn that support of one another in the school and in the family is very important. The moment that I cannot perform my task one of my co-teacher perform for my behalf, then, in the family, my husband performs for my behalf, too.

Challenges Taught Own Self to be Strong, Positive and Responsible. As disclosed by the participant that the challenges experienced of teacher taught her to become strong, positive and responsible teacher and also being mother. This meant that the challenges she encountered develop her to become productive teacher and mother.

Informant 3 expressed this way;

Ang mga kasinatian maoy nagtudlo nako nga mahimong lig-on, positibo ug responsable bilang magtutudlo ug bilang ginikanan.

(Challenges taught to become strong, positive and responsible teacher and parent).

Learned to Plan, Organize and Perform Task Effectively. As revealed by the informant that the learning gained in balancing dual role, teacher need to learn how to plan and organize properly in order to perform the task effectively. This meant that planning is important factor in balancing dual role. The informant No. 5 articulated her views on planning and organizing:

I learned how to plan, organize and perform my task effectively and efficiently.

Learned Being Strong and Tough. To balance dual role is not an easy task of teachers. As disclosed by the participants that learning gained in balancing dual role it need for the teacher to become strong and tough so that she can deliver curriculum to the students effectively at the same productive mother to her children.

Informant 6 illustrated the following idea, by stating that:

I've learned how to be strong and get tough. I've learned that collaboration is essential. All are need to work together.

Time Management. In every conflicting activities time management is one effective factor to resolved it. The response of the participant disclosed that in effective balancing the dual role, the teacher need to appropriately manage the time. Informant 7 articulated the following statement, to wit:

Time management is the best way to balance this dual role as a teacher and a mother. I didn't perform my teaching duties beyond working hours so that I can spend time with my family especially to my children.

Never Neglect Role Being a Mother. The response of the participant disclosed that the learning gained in balancing dual role, teacher never neglect her role being mother of the children. This meant that children need of care and guidance of mother at home.

Informant 8 articulated the following statement, to wit:

Akoa gyud na realize na bisan unsa pa nato ka focus sa atong trabaho dili gyud dapat nato i-neglect atong role as a mother sa atong mga anak.
(I realized even how focus we are in our work; we never neglect our role as mother for our children).

Pieces of Advice Shared to Other Teachers

This section presents the results to the specific question 4.3 'What pieces of advice can you share to inspire other teachers having the same experience of balancing dual role as a teacher and as a mother? The generated themes were: manage time properly, perform role excellently, share problems to co-teachers and school head, be strong, positive and responsible, work dedication, pray, be proactive and happy and can still balance teaching and parenting at once.

Manage Time Properly. As manifested by the informants that pieces of advice extended to co-teacher in order to balance dual roles, they need to manage their time properly so that they can perform both roles effectively.

Informant 5 narrated her notion on balancing dual roles, to wit:

The advice afforded to teachers, they need to manage time their properly.
In the time of hardship, they need to ask support from other teachers.

Informant 6 expressed the same idea, by stating that:

Manage your time, ask help if necessary. Keep going and do difference for welfare of the students.

Perform Roles Excellently. As revealed by the informants that the piece of advice extended to co-teacher on how to balance dual role efficiently, they don't need to be perfect but they need to perform both roles

excellently for the welfare of the students and the children. Informant 1 articulated that she need to focus not to be perfect but excellent, to wit:

Do not focus to perfect all things. Perform your roles excellently and focus what is important.

Share Problems to Co-Teachers and School Head. As revealed by the responses of the informants that the piece of advice to inspire co-teacher on how to balance dual role efficiently, they share their problem to colleague and to the school head. They are the right person to resolved. Informant 2 articulated her view about the importance of sharing the problem to co-teacher and school head, to wit:

My advice to other teacher, open your problem to your co-teachers and school head. Do not be silent. These persons can help you.

Be Strong, Positive, and Responsible. The informants' responses revealed that the advice given to teacher on how to balance dual role effectively, they need to become strong, positive and responsible to face the challenges being teacher and a mother. Informant 3 expressed his views, saying that:

Ang akong advice sa mga kaubanan nga mahimong lig-on, positibo ug responsabling magtutudlo ug ginikanan. Mahimong panalanagin ngadto sa uban.

(My advice to my co-worker that they need to be strong, positive and responsible teacher and parents. The, become blessing to other).

Work with Dedication. The responses of the informants revealed that to the piece of advice given to other teachers on balancing dual role, they need to perform their work with dedication. Dedicated teachers performed well to deliver teaching performance to the students efficiently. Informant 4 commented, by stating that:

Ang advice nga akong mahatag sa mga magtutudlo kinahanglan buhaton ang trabaho nga adunay didikasyon. Unahon gyud kanunay ang panginahanglan sa mga anak. Sila ang rason nga nagtrabaho ta.

(My advice given to teachers, they need to perform their work with dedication. Prioritize the need of your children. They are the reason why we are).

Pray, Be Proactive and Happy. The responses of the informants revealed that the piece of advice given to colleague that during challenges they need to pray to Almighty God for guidance. Then, they remain positive and happy so that they can perform their dual role productively. Informant 7 shared her view, stating that:

Be proactive all the time inspite of struggles and difficulty. Remember that laughter is best medicine. Don't forget to be happy. During time of burden just pray and ask guidance from God Almighty.

Can Still Balance Teaching and Parenting at Once. The responses of the informants revealed that the piece of advice given to colleague that they can still balance both roles, teaching and parenting through support of the school community and family. Informant 8 pronounced her view, by sayings that:

We can still be a productive teacher at the same time a nurturing mother.
We can balance these two successfully through the support of school
community and our family.

DISCUSSIONS AND CONCLUSION

This part presents the discussions, conclusions, and recommendation of the study that sought to understand balancing dual role as a teacher and a mother. This study was conducted in Muñoz Elementary School, Monkayo East District, Division of Davao de Oro.

Eight permanent teachers, five years in service and above, participated in the study. They were purposely chosen for the in-depth interview and were the sources of information and data for the phenomenon under study.

Since this study required a thorough investigation and was in compliance with reliability and transferability concerns in qualitative studies, it employed the qualitative phenomenological research design. The researcher conducted in-depth interviews with the research participants to gather the necessary data for analysis, coding, and theming.

For this chapter, the presentation sequence was based on the order of the research questions in the interview guide. The discussion section highlighted the themes, which were the study's results and were corroborated by related literature and studies.

Discussions

The structured themes and the emerging themes were made as bases for broadening the discussion of the findings in this study. Each theme was linked and supported with related literature and studies.

Experiences in Balancing Dual Role as a Teacher and a Mother. The themes on the experiences of the research participants in balancing dual role were feeling drained, both rewarding and challenging, hard and exhausting, and time management problem. The findings manifested that balancing dual role as a teacher and a mother is challenging but hard and exhausting. Teachers felt tired and drained performing both roles because they have problem in time management.

The finding confirms Duffy (2023), stating that balancing a dual roles as a teacher and a mother is not easy. She stressed that balancing the dual role effectively is hard and exhausting.

In addition, Ward (2017) that one of the challenges of being teacher and a mother is time management. She stressed that it is hard to manage the time of being teachers and a mother such as writing lesson plan, computing grades and doing classroom responsibilities with parenting duties.

Further, the study's findings support Gathercoal (2020) narrated that another challenge for being a teacher and a mother is the energy level. It emphasized that she become drained after all the task performs in school and home.

Relevance of Balancing Dual Role as a Teacher and as a Mother. The responses of generated themes are very important and require time, effort and attention. The findings revealed that balancing dual roles as a teacher and mother is very important. However, balancing dual role efficiently requires time, effort and attention.

The finding confirms Kramer (2024) on her statement that to balance dual role as a teacher and a mother is very important. She emphasized that failure to balance the two will affect negatively to its function, teaching and parenting.

In addition, it is also parallel to Dulay (2022) pronouncement that teachers must balance professional and personal lives. She emphasized that it is difficult to balance but need to do it efficiently because the teacher become failure to reach the desired goals both work and personal, and afterward and overall well-being was negatively affected.

Moreover, the finding is also in consonance with Guy (2020), who illustrates that it is essential to balance dual role for the welfare of students and children. She emphasized balancing dual roles require time, effort, and attention of the teacher.

Struggles in Balancing Dual Role as a Teacher and a Mother. The responses produced the themes: time management, work pressure and time and energy. The finding disclosed that the struggles of teachers in balancing dual roles are time management and work pressure. They don't have enough skills to manage time efficiently and refuse to additional workload in school.

The finding confirms Anderson (2020) on her statement that teachers struggle due to work pressure due to over workload and long teaching hours, including performing additional administrative tasks. He proves that teachers face massive pressure to prepare lessons, meet curriculum standards and competencies, and perform as well required administrative tasks.

Moreover, the finding is similar to Rye (2022) articulation that teachers encounter difficulty balancing profession and personal life is their ability to manage their time effectively.

Further, the finding supports Manuel's (2024) statement that the teachers admitted that the most difficult time when family members get sick and their presence is highly required.

Difficulties Encountered in Balancing Dual Role. The themes generated were leaved children at home for work, handling stress when performing both roles, asking permission to school heads, work demands, stress, self-time, lack of rest, and limited time. The finding revealed that teachers' difficulties in balancing dual role is leaving little children who need parental care at home for the call of duty. In addition, too much work due to overload resulted in limited time for family, even to rest ultimately causing of stress of teachers. Lastly, to ask permission the school head for filing a leave of absence due to the family problem as attendance of teachers is required.

The finding confirms Martin (2021) statement that very hard for the teachers to balance their dual roles. They admitted that the most difficult time when there are members of the family gets sick and their presence is highly required. They need to leave their teaching in school to take care of family in the hospital.

The finding supports Anderson (2020) finding that teachers' difficulties are demand of the overload and long teaching hours, including performing additional administrative tasks. These issues lead teachers to drained and stress.

It is further parallel to Duffy, (2023) pronouncement that it is not easy to balance the professional and personal effectively. The demand of the career which need to fulfil by the teachers much affect the time needed for the family. In reality, balancing work and life is difficult task.

Struggles and Difficulties Affects in Balancing Dual Role. The emerging themes were affects emotional and physical well-being, cannot perform well as a teacher, reduces quality time with children and cannot provide an outstanding performance. The finding disclosed that the struggles and difficulties in balancing dual role affects teachers' emotional and physical well-being resulted in poor teaching performance and delivery toward the students, and quality time for the family.

The finding confirms Osita (2020) statement that the difficulties in balancing dual role reduces efficiency on teaching delivery in order to develop the learners. Leave of absence due to family problem reduces days of the actual contact of teachers and students.

The finding supports Levkovich (2020) articulation that teachers feel stress, fatigue and anxiety in balancing dual role because of many task need to address both professional and professional aspect. Indeed, school must be extended necessary support to teachers so that they can continue productive and successful in their career and family.

Furthermore, the finding is parallel to the pronouncement of Rouse (2017) that her experienced in balancing functions as teacher and mother is negative. She stressed that her work being teachers become obstacle for being a good mom. She has no time to nurture her own kids because her time consumed to teach the entire class.

Mechanism to Cope Challenges and Difficulties in Balancing Dual Role. The emerging themes were managing the time properly, being more sensitive, patience and understanding with kids, collaborate with colleague, talk with family, family's love and giving extra effort on special occasions. The finding disclosed that mechanism of teachers to cope challenges in balancing dual role are proper time management, collaboration to co-teachers and the care of family. Anyway, proper management of time avoid overlapping of activities that cause of teachers' difficulty. Then, collaboration to other teachers can lighten the burden of teachers performing her teaching duties. And finally, the love of family can strengthen teachers to continue performing her tasks.

This finding is parallel to Culajara (2023) presentation that to make teachers balance their dual role it is necessary for them to manage their time efficiently. Time management is essential for effective balancing the dual role.

The finding supports Berk (2024) illustration that if teachers manage their time properly they can avoid overlapping of task that cause of struggles, instead they can balance their roles and also it increases their productivity.

This also supports parallel to the idea of Bartlett (2021) that teachers need the support of their family. He emphasized that it is necessary for the family members to extend their care, concern and love to encourage teachers to perform their teaching job productively.

Effective Strategies Used to Balance Dual Role. The emerging themes were establishing proper planning of activities and prioritization, proper time management, proper distribution of workload and leaved work at school. The finding revealed that the strategies used of teachers in balancing dual role is planning and prioritizing activities properly in order to avoid overlapping of activities and over workload that cause of difficulty of teachers. Then, proper management of time to avoid overtime work and bringing school work at home that really affects time of teachers for the family.

Anyway, this finding agrees with Osita (2020) stressing that effective way of balancing dual role is proper management of time so that overlapping of activities that causes of teachers' agony and also both roles productively.

Then, this finding confirms Aquino (2022) who emphasizes that in order to balance dual role, it is necessary for teachers to prioritize their goals in work and personal life. She discussed further that setting prioritization guides teachers what goals that need to perform to avoid overlapping that develop stress and anxiety.

In addition, Culajara (2023) further confirms that to make teachers balance their dual works is necessary for them to manage their time efficiently. Time management is effective way that activities and tasks do not overlap each other for productive performance.

Supports Extended to Participants in Difficult Time in Balancing Dual Role. The emerging themes were co-teachers, school community, relatives and friends. The finding revealed that persons extended their support to teachers in difficult time balancing their dual role are co-teachers, school community, relatives and friends. These people are extending their supports morally to teachers in order to continue to balance their dual role.

This finding agrees with (Keller, 2020) idea that teacher is not alone in performing difficult task because people in school helping and collaborating each other to achieve their goal. They work as a team to lighten their works. Moreover, this also confirms Drew (2021) explaining that school system is place of professional people who works together as a team, to carry out their mandated task to deliver quality instruction toward the learners.

Finally, the findings are in conformity with Fisher (2022) who states that during hard time of the teacher, always remember that she is not alone. Many people willing to extend their support in order for her to overcome that difficulties. They are family, friends, relatives and colleague of teachers.

Insights Gained in Balancing Dual Role. The emerging themes were not perfect yet trying own self best, happy and grateful, must have support from colleague and school administrator, train teachers develop balancing skills, can perform productively along with love, patience and support, need strength and consistency and need dedication and love. The finding revealed that the teachers need of support from colleague and school head in order to perform their dual role effectively. Then, teacher need training to develop their knowledge and skills in performing their teaching duties in the classroom. Moreover, despite of difficulty, teachers performed their role happily, dedicated with love.

This finding agrees with Parker (2021) in pointing out that to make teachers effective in balancing their dual role, school must conduct training to equip knowledge, abilities and skills of teachers. Similarly, this result is parallel to Emery (2023) articulating that the school head should focus to the professional development of teachers to make them productive through exposing them to a training workshop.

This also supports Emery (2023) articulation that teachers are flexible. They struggle to do their dual task, however, they still happy and thankful for the blessings of God every day to their lives and families.

Learning Gained from Experiences in Balancing Dual Role. The emerging themes were need to be strong and resilient, very important, challenges taught own self being strong, positive and responsible, learned to plan, organize and perform task effectively, learned being strong and tough, time management as an ideal approach and never neglect role being mother. The finding disclosed that during difficulties teachers learn to plan, organize and manage their time in order to perform tasks effectively. Then, difficulty teach them to be positive, responsible, strong, tough and resilient for better delivery of their dual tasks. Finally, the teachers learn that inspite of busy schedules, the role of being mother should not be forgotten.

The finding is parallel to Baker (2023) articulation that difficulty of teachers in performing her teaching and parental duties teach her to become stronger and more resilient. This quality is essential so that teacher can continue her noble work for the society and for the family. Moreover, this finding is similar to Kong (2020) manifestation that the difficult situation that experienced of teachers while handling dual role develop their ability to be responsible and productive teachers.

The study also supports Dulay (2022) statement that even how busy of the teachers performing her task in school but she never forgets her parental role because at the end all of the struggles to earn is just for the family.

Pieces of Advice to Inspire Other Teachers of the Same Experience of Balancing Dual Role. The emerging themes were managing time properly, perform roles excellently, share problems to co-teachers and school heads, be strong, positive and responsible, work with dedication, pray, be proactive and happy and can still balance teaching and parenting once. The finding revealed that piece of advice given to teachers, they need to be strong, positive and responsible to manage their time properly in order to perform dual roles excellently. Then, they are advised to be prayerful, proactive and work with dedication to balance the dual role and share problem to school heads and co-teachers so that assistance be extended. The finding agrees with Aquino (2023) statement that necessary for the teachers to be strong and positive in performing dual role so that they can overcome the difficulties for the welfare of students in school and children at home. In addition, the study of Parker (2021) noted that it is vital for teachers to be physically and psychologically strong and equipped with knowledge and skills to ensure to effective delivery of duties as teacher and as mother.

Further, this finding confirms Anderson (2020) statement that time management is very essential in balancing work and life in order to avoid overlapping. She emphasized that to make it healthy for teachers they need to manage their time wisely both for work and family.

Implications for Practice

Based on the findings, the following implications for practice are offered.

On Experiences in Balancing Dual Role as a Teacher and a Mother. The finding revealed that balancing dual role as a teacher and as a mother was hard and exhausting. Indeed, teacher hardly manage the time to make the balance of dual role effective. Nevertheless, training for the teachers be conducted by the school to equip teachers of knowledge and skills on effective time management.

On Relevance of Balancing Dual Role as a Teacher and a Mother. The finding revealed that it is relevant to balance dual role as a teacher and a mother for the welfare of the students in school and children at home. Nevertheless, school head and co-teachers are required to continue supports the teachers so that they can balance their dual role efficiently.

On Struggles in Balancing Dual Role as a Teacher and a Mother. On struggles of balancing dual role, work pressure and time management are the struggles of teachers. To overcome the struggles of teachers, school head must review the proper loading to unload the teachers from pressure and training be conducted to equip teachers' skills on time management.

On Difficulties Encountered in Balancing Dual Role. The finding revealed that teachers faced difficulty on balancing dual role as a teacher and a mother. This difficulty produced stress to teachers that affect their teaching and parental duties effectively. Nonetheless, coaching and mentoring session be conducted by the school head to teachers to equip them skills on stress tolerance and management.

On Struggles and Difficulties Affects in balancing Dual Role. The findings disclosed that the physical and emotional aspect of teachers are affected. It produced a poor teaching performance in the school and it reduced quality time for children at home. In any case, effective support system from colleague shall be established to extend moral support in order to strengthen teachers.

Mechanism to Cope Challenges and Difficulties in Balancing Dual Role. The finding revealed, that the care of the family and support of the colleague became coping mechanism of teachers during struggles

and difficulties. On the other hand, to help the teachers to overcome the struggles, the school head strengthens teachers through coaching and mentoring session conducted by school heads or master teacher in school.

On Effective Strategies Used to Balance Dual Role. It is noted in the findings that the effective strategies to balance the dual role, teacher established proper planning of activities to avoid overlapping and implemented effective time management to avoid overtime. However, school must continue to equip teachers on time management through trainings.

On Support Extended to Participants in Difficult Time in Balancing Dual Role. The finding revealed, that teaches were not alone performing their dual role. They have such colleague, school community, relatives and friends who extended support so that they perform both roles effectively. Therefore, the school head shall review purposely to strengthen support system program in school for the teachers.

On Insight Gained in Balancing Dual Role. It is noted in the findings that, teachers performed their duties happily, grateful with dedication and love. However, they were need of training to develop their teaching skills for the welfare of the students. Therefore, school must conduct a training to develop pedagogical ability of teachers.

On Learning Gained from Experiences in Balancing Dual Role. The study revealed that the difficulties that encountered by teachers in balancing dual role taught them to be responsible, strong and resilient. It also taught them to manage their time and activity effectively. However, school head must initiate training to develop the balancing ability of teachers.

Pieces of Advice to Inspire Other Teachers of the Same Experience of Balancing Dual Role. As to piece of advice to teacher for effective balancing dual role, they need to be strong, proactive and responsible to perform dual role. Then, they need to be prayerful and carry out the work with dedication and share problem to the colleague and school head. Therefore, the teachers and school head must be open and accommodating to teachers so that they can share freely their problems.

Implications for Future Research

In as much as the study was limited to the responses of the teachers in Muñoz Elementary School, Monkayo East District, Division of Davao de Oro, the following implications for future research are considered:

First, future research may be conducted by selecting other groups of teachers from the same school. Second, another research study with the same focus may be conducted in another location to examine the same phenomenon of understanding students' discipline. Third, a re-interview of the same research participants and informants may be conducted to see whether their understanding of maintaining students' discipline has changed over time.

Finally, this study was conducted in a public elementary school; this investigation of the same phenomenon could also be conducted among private schools. On the other hand, the study's findings are viewed from the lens of the selected teachers' participants and informants. Another research can be conducted to find out the understanding of teachers of other public school on balancing the dual role effectively.

Concluding Remarks

The investigation focused on the balancing dual role and its coping mechanism. It was understood that due to the problem reported by teachers that pertains to difficulty on the effective balancing dual role; it

should be the bases of the school officials and DepEd authorities to formulate and conduct training and workshop to equip skills and ability of teachers and other school personnel on how to effectively balance dual role for the welfare of the students and the children.

On the other hand, the necessity of the balancing dual role should be the basis for the school head and teachers to devise a functional support system.

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