

DETERMINANTS OF GENERATIONAL WORK-LIFE BALANCE IN THE POST-PANDEMIC TRANSITION AMONG THE TEACHERS OF PUNDASAN NATIONAL HIGH SCHOOL, GINGOOG CITY DIVISION: BASIS FOR INTERVENTION

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Grammarly Score: 96%

Originality: 99%

Plagiarism: 1%

ABSTRACT

With the launching of the MATATAG Curriculum, particularly in the G pillar: Give support for teachers to teach better, teachers' well-being is increasingly emphasized in the education sector. Hence, this study aimed to identify the determinants of the quality of Work-Life Balance (WLB) among teachers in the post-pandemic transition. It will also determine the significant difference in the quality of WLB among the two generational categories, Generation X and Millennials, among junior and senior high school teachers of Pundasan National High School, Gingoog City Division. This study employed mixed method research design where quantitative data obtained through two sets of questionnaires were used: an adapted Work-Life Balance Questionnaire by Hayman (2005) and Agha et al. (2017) to establish baseline data, and a researcher-designed questionnaire singling out the six predictors of WLB. The quantitative data obtained was weighed by qualitative data derived from Focus Group Discussions. The statistical treatments applied were mean, t-test, regression analysis, and Focus Group Discussions (FGDs). The results of the study reveal that the teachers' work-life balance is influenced by the five predictors namely: workload and time pressure, $\beta = 0.171$, $t = 29.076$, ($p < .05$), technological literacy, $\beta = 0.165$, $t = 25.964$, ($p < .05$), social support, $\beta = 0.174$, $t = 23.656$, ($p < .05$), autonomy at work, $\beta = 0.173$, $t = 24.367$, ($p < .05$), and career progression, $\beta = 0.339$, $t = 44.973$, ($p < .05$). A Teachers Wellness Project, considering the generational categories, is proposed to help support teachers in achieving a healthier Work-Life Balance.

Keywords: *Work-Life Balance, Human Resource, High School Teachers, Teachers Wellness Project*

INTRODUCTION

As the education sector grows in complexity with the challenges of 21st-century education, there is an increasing emphasis on the well-being of teachers, which depends on the organization's success, particularly on maintaining a healthy balance between work and personal life.

With the onset of post-pandemic learning, teachers globally face new challenges as they attempt to address the academic gaps and the emotional and social needs of their learners, many of whom have been negatively impacted by the pandemic.

The balance between work and personal life has become even more crucial in the post-pandemic transition, as teachers have had to adapt quickly to new modes of teaching and learning while also dealing with the stress and uncertainty brought on by the pandemic. Studies have shown that work-life balance is a crucial determinant of job satisfaction, employee retention, and overall productivity, which can only be achieved if work and non-work aspects complement each other positively (Prihadini et al., 2021).

Work-life balance (WLB) is the provision of opportunities for employees to balance actual work conditions with the responsibilities and interests they hold for themselves outside of work schedules (Pasla et al., 2021). Moreover, as Min (2022) emphasized in his study, it focuses on maintaining a healthy balance between work and non-work aspects.

As international studies probe the depths of the Work-Life Balance concept, misconceptions are eliminated as research has proven that equilibrium between work and personal life is attainable (Chandrasekaran et al., 2021). WLB does not mean an equal balance between work and life but involves setting priorities between work and personal development since it is founded on the person's preferences and circumstances, differences in culture, country, and the level of economic development (Kristic et al., 2017). As stated by the International Labor Organization (ILO) in its promotion of the Decent Work Agenda, ensuring a worker's ability to maintain equilibrium between their employment, familial responsibilities, and personal pursuits is deemed essential for the attainment of decent work in the Philippines, given that these dimensions are fundamental constituents of an individual's existence.

However, Ganiyu and Genty (2022) posit that achieving a Work-Life Balance can be challenging for teachers, given the demanding nature of their jobs and the additional responsibilities that come with being an educator, such as lesson planning, grading papers, dealing with parents and guardians, paperwork, and extracurricular activities. These findings are corroborated by a recent qualitative

study conducted by Delavin and Pogoy (2023) in Philippine public schools, which examined the metaphors used by teachers to describe their WLB experiences during the pandemic. The study revealed that teachers often compared themselves to drained cellphones, melting candles, strong trees, spiders, COVID-19 vaccines, and seasons to convey their challenges. Furthermore, it highlighted how teachers navigate multiple responsibilities during and after the pandemic. As a result of these circumstances, their work-life balance experiences have presented advantages and disadvantages that may have exacerbated or alleviated their current roles.

Additionally, Filipino teachers have faced significant challenges during the post-pandemic period. Their workload has increased due to additional responsibilities like monitoring learners, preparing reports, and synchronous and asynchronous lessons. Moreover, they have been deprived of their usual summer vacation, contributing to feelings of imbalanced work-life among teaching personnel. The insufficient psychological support and mental health programs for teachers from the Department of Education compound these difficulties. Hence, schools must initiate and support projects that promote teachers' work-life balance to re-ignite the teachers' passion and morale for teaching. With this premise, supporting WLB can positively impact the mental and physical health of teachers, resulting in reduced stress, burnout, and absenteeism rates, as they can provide emotional and practical support that helps reduce stress and workload (Lo et al., 2018).

In addition, promoting WLB among teachers can also positively impact student outcomes, as it may create a more positive and supportive learning environment (Hadiprayitno et al., 2020). Hence, achieving it is possible and essential for individual well-being and overall productivity.

With the influx of a multigenerational teaching force, it is also vital to consider the teachers' generational groups to establish if there are any statistically significant differences between the groups in terms of WLB. Presently, two generations dominate the teaching workforce: Generation X, who were born from 1965- 1980 with an age range of 43 to 58, and the Millennial generation, who were born from 1981 to 1996 and ranged from 27 to 42 years old during the period of study (Debczak, 2023).

It is important to note that Work-Life Balance is not a one-size-fits-all concept and may vary depending on the individual's circumstances, job demands, and available resources. Also, Fabio and Kenny (2018) stressed that WLB is not a one-time achievement but an ongoing process requiring constant attention and adjustment. Thus, schools need to implement policies and interventions prioritizing WLB, which can positively impact individual and organizational outcomes, reiterating the importance of implementing policies and interventions (Villar et al.,

2014). Schools should also recognize the generational differences of their teachers and provide interventions or policies that promote well-being to help teachers achieve a healthy balance between work and personal life.

In a recent observation, it has been noted that teachers at Pundasan National High School are facing an imbalance between their professional and personal lives. It is evident in their hesitant attitude towards additional work responsibilities and decreased participation in school-related activities. The frequency of absences and tardiness among the teaching staff has also noticeably increased. Through daily conversations, teachers frequently express fatigue and being overwhelmed, leading them to eagerly anticipate summer vacations and holidays as opportunities to spend quality time with their families while attending to family and personal needs. Teachers also desire to implement a school program that promotes a harmonious work-life balance. It may include engaging in team-building activities and providing psychological support to manage stress levels effectively and cultivate positive interpersonal connections among colleagues.

Hence, the researcher sought to identify the determinants of Work-Life Balance among the teachers of Pundasan National High School from a generational perspective as a crucial basis for designing an intervention program and strengthening school policies that would support the WLB of teachers and ultimately enhance their well-being.

FRAMEWORK

The emergence of multigenerational educators in schools results in emerging pedagogies in Work-Life Balance, which leverage its potential significance in job demands such as workload and time pressure (Handtke et al., 2022), technological literacy, social support, autonomy at work, career progression, and financial condition (Pudasaini et al., 2022) of teachers. This section presents the literature and studies related to the present study.

Work-Life Balance has gained significant international recognition as an essential aspect of the work environment. Hence, it is categorized as part of the third objective of promoting good health and well-being in line with the Sustainable Development Goals outlined by the Education 2030 Agenda (SDG 3: Good health and well-being - Iberdrola, n.d). Furthermore, in the Philippines, AmBisyon Natin 2040 (2017), the anchor on development planning in the country, which started in 2015, emphasizes the thrust for Work-Life Balance under the *MATATAG* pillar.

Workload and Time Pressure

According to academic discourse, work-life balance does not necessarily entail an equitable distribution of time and effort between professional responsibilities and personal pursuits (Villar et al., 2014). Instead, it requires the establishment of priorities that are informed by individual preferences and circumstances as well as contextual factors such as cultural norms, national context, and economic status. Such variations can significantly impact one's ability to achieve a satisfactory work-life equilibrium.

This premise is supported by a study by Lupo and Ruiz-Castro (2021) featured in the *Harvard Business Review*, where 78 professionals (both male and female) from London aged between 30 - 50 years were subjected to extensive interviews. Most respondents portrayed their professions as rigorous, fatiguing, and hectic. Furthermore, they acknowledged that extended work hours were crucial for career advancement. However, they also emphasized the importance of adequate rest and leisure time to maintain their well-being, relationships, and overall quality of life. Similarly, it was concluded that policies promoting work-life balance are particularly relevant to employees with familial obligations, such as small children (Macinnes, 2005).

Technological Literacy

Nam (2014) investigated the effect of internet and mobile technology use on work-life balance. According to its results, the use of Internet and mobile technologies affects the work-life balance's dimensions (flexibility and permeability), kinds (integration, autonomy, interference, and segmentation), and outcomes (job satisfaction, job stress, and overwork). Therefore, how one uses technology affects how flexible and permeable they perceive the balance between their personal and professional lives.

This study has similar results to those of Auxier and Anderson (2021), who found out how employees use technology and social media in the workplace. Typically, an employee spends 2 hours and 48 minutes on productive device usage daily. Furthermore, around one-fifth of working hours are devoted to leisure activities such as social media browsing or catching up with news updates. Another notable finding is that over a quarter of work-related tasks occur beyond conventional business hours. Additionally, on average, email checking and instant messaging occur every six minutes among surveyed individuals, while multitasking using communication tools occupies approximately forty percent of the time at work during the day.

Furthermore, Alexander and Sysko (2013) postulated that millennials consider technology as their "sixth sense" (Hershatter & Epstein, 2010) mentioned in their study that millennials, in both work and non-work aspects, are significantly

intertwined with information and communication devices compared to their generation-x counterparts who are still inclined to employ more traditional ways of accomplishing tasks.

Social Support

Research suggests that social support is a crucial factor in achieving a satisfactory WLB. Studies have shown that employees who receive support from colleagues and supervisors are likelier to experience reduced work-life conflict and enhanced job satisfaction. For instance, a study conducted by Greenhaus and Powell (2006) revealed that individuals who perceived their managers as supportive reported higher levels of work engagement and better mental health outcomes than those who did not perceive their managers as supportive.

In 2016, Russo, Shteigman, and Carmeli conducted a series of studies investigating how social support from both the workplace and family can assist individuals in achieving work-life balance. The attainment of WLB is shown to increase psychological openness and motivation at work while also boosting positive energy in employees.

Similarly, independent professionals rely heavily on various forms of social support to thrive in their work. Their partners, family members, and friends (work-related and non-work-related) are the primary sources of emotional and practical assistance. Through social support, independent professionals can develop and improve their skills, ultimately benefiting them in their solo work (Annink, 2017).

Autonomy at Work

Work-life balance is also determined by autonomy at work, which means that employees can make decisions about their work, including when and how they complete tasks. Research has indicated that employees with higher levels of autonomy tend to experience lower levels of stress and work-family conflict, as well as higher job satisfaction and productivity. Moreover, having control over one's work schedule and workload has been linked to increased feelings of job security and decreased employee turnover (Wu & Zhou, 2020).

According to studies, millennials are more likely to consider their subjective well-being at work when deciding whether or not to stay with a company. According to the research by Yap (2021), it was established how millennial employees' job-related emotional well-being was connected to work-life balance. The findings revealed that millennial workers' emotional well-being was significantly enhanced by job autonomy.

Furthermore, a study was conducted in 2023 by Garcia-Salirrosas and Rondon-Eusebi to investigate the influence of work autonomy and work-life balance

on job satisfaction. Their analysis showed that work autonomy and work-life balance have a direct, positive, and substantial impact on job satisfaction, with work-life balance being the most influential factor.

Career Progression

Career progression is also an essential factor that influences work-life balance. Employees who have clear goals and a sense of direction regarding their careers are often more likely to experience better work-life balance. In a study by Lupu & Ruiz-Castro (2021), employees who can manage work within working hours are likelier to strive for a healthier WLB than those who extend working hours at home.

In contrast, Najam, Burki, and Khalid (2020) conducted a study investigating the correlation between career commitment and employee career advancement in the service sector. The study encompassed 360 mid-level workers and measured career success both subjectively and objectively. The findings revealed that work-life balance moderated the relationship between professional dedication and subjective career success while having no impact on the association between career commitment and objective career success.

Financial Condition

The relevance of financial conditions in achieving work-life balance among employees has been a topic of research interest. Several studies have examined the relationship between economic well-being and work-life balance and have found that financial conditions play a significant role in employees' ability to maintain a healthy work-life balance. The study of Mukhtar et al. (2022) revealed that a relationship exists between financial condition and work-life balance. Furthermore, employees with better economic conditions are more likely to achieve work-life balance than those experiencing financial challenges.

Meuris and Leana (2015) conducted a literature review on work-life balance and highlighted the importance of financial conditions in balancing work and personal life. Their findings further identify that income affects people's professional and personal lives. It is consistent with research conclusions that income safety is the primary factor behind doing any work (Kshirsagar & Kadam, 2014).

High school educators are entrusted with preserving adolescent educational standards while ensuring a healthy Work-Life Balance (WLB) by adapting to evolving work demands and environments (Zhou et al., 2020). Since work-related stress is the leading cause of employee burnout, and a lack of work-life balance leads to decreased job productivity (Career burnout and its effect on

health – Clockify Blog, n.d), the necessity for policymakers to improve WLB in the workplace as younger generations saturate the then-dominant Generation X teachers in schools.

In conclusion, achieving a satisfactory work-life balance is critical to the well-being and productivity of educators as it can significantly impact their productivity and well-being. Considering the challenges, policymakers and organizations need to prioritize WLB for educators by developing and implementing evidence-based policies and programs.

METHODOLOGY

This study employed a mixed method basic research design where quantitative data obtained through two sets of questionnaires (an adapted Work-Life Balance Questionnaire to establish baseline data and a researcher-designed questionnaire singling out the six predictors of WLB) was given weight by qualitative data obtained from Focus Group Discussions.

The respondents of the study were the 28 junior and senior high school teachers of Pundasan National High School, East I District of the Division of Gingoog City, who belong to the following generations: Generation X who are born from 1965- 1980 with an age range 43 to 58, and the Millennial generation who are born from 1981 to 1996 ranging from 27 to 42 years old during the period of the study (Debczak, 2023).

The researcher formally wrote a letter to the Schools Division Superintendent (SDS) to allow her to conduct the research in this division's Pundasan National High School. Upon its approval, she asked permission from the school principal of Pundasan National High School to perform data-gathering procedures.

The researcher distributed the Work-Life Balance Scale questionnaire, which is a 15-item scale for assessing the construct of Work-Life Balance adapted from an instrument reported by Fisher-McAuley, Stanton, Jolton, and Gavin (2001), which underwent factor analysis by Hayman (2005) and scale validation by Agha and Khan (2017) to establish the level of WLB among the research participants. A researcher-made survey questionnaire was distributed to the respondents online through GoogleForms for efficient data analysis. They set the schedule for an in-person Focus Group Discussion (FGD) to provide qualitative support, thus guaranteeing the efficacy of data analysis and fortifying the study's conclusions.

As this study utilized human participants and investigated the quality of work-life balance amidst the COVID-19 post-pandemic transition among junior and senior high school teachers from a generational perspective, significant issues were

considered, including the approval of the division and school authorities, consent of the respondents, confidentiality, and data protection. The researcher explained in detail the process they underwent, the administration of the survey questionnaire, and the FGD. To protect both the researcher and the respondents against the threat of COVID-19, the survey questionnaire was conducted online, except for the FGD. COVID-19 health protocols were still observed in the conduct of the FGD.

The following statistical tools were used in the analysis of the data.

Mean. This was used to determine the generational categories and the level of Work-Life Balance among Pundasan National High School teachers.

T-test. This was used to determine whether there are any statistically significant differences between the means of two independent, unrelated groups: Generation X and Millennial teachers.

Regression Analysis. This was used to identify the determinants of work-life balance among junior high school teachers.

Focus Group Discussions (FGDs). This provided qualitative data through the lens of the teachers, which will add weight to the quantitative results of the survey. Moreover, the researcher was provided with a deeper understanding of the study's processes.

RESULTS AND DISCUSSION

On the profile of the Teachers of Pundasan National High School Considering the Generational Categories: Generation X and Millennials

Table 1 illustrates the profile of Pundasan National High School teachers during the study's implementation, divided into distinct generational groupings. 75% of the respondents – 21 of the 28 teachers – are categorized as Millennials, while the remaining 7 teachers make up the other 25% and are classified as Generation X.

Table 1. *Profile of Teachers According to Generational Categories*

Generation X	Millennials
(born from 1965 to 1980 with an age range of 43 to 58)	(born from 1981 to 1996, ranging from 27 to 42)
7 (25%)	21 (75%)

The larger population of millennial teachers is attributed to the natural aging of teaching personnel and is consistent with the premise of the significance of age diversity among teachers. According to the findings of Ruiz et al.'s (2022) study,

the age variety of teachers impacts the methods and outcomes of professional interaction in schools.

This can be illustrated by Meneghella's (2019) study, which highlights the benefits and drawbacks of having Generation X and Millennial teachers in the same school. The study emphasizes how important it is for schools to create plans for attracting and retaining young teachers, notably millennials, considering the shifting nature of the teaching profession. According to Layton (2015), having various types of teachers in one school can benefit the attraction and retention of young talent and possible variances in work ethics.

On the Level of Work-Life Balance among the Teachers

Table 2 shows the level of work-life balance among the teachers of Pundasan National High School as a result of a three-construct, 15-item scale for assessing the level of Work-Life Balance adapted from an instrument reported by Fisher-McAuley, Stanton, Jolton, and Gavin (2001), which underwent factor analysis by Hayman (2005) and scale validation by Agha and Khan (2017) to establish baseline data on the WLB levels of the respondents categorically.

Table 2. *Level of Work-Life Balance among the Teachers of Pundasan National High School*

Generational Categories	Work-Life Balance Constructs	Mean	Desc
Generation X	Construct 1: Work Interference with Personal Life (WIPL)	2.41	Low
	Construct 2: Personal Life Interference with Work (PLIW)	2.04	Low
	Construct 3: Work Personal Life Enhancement (WPLE)	2.86	Fair
	Level of Work-Life Balance	2.43	Low
Millennials	Construct 1: Work Interference with Personal Life (WIPL)	3.04	Fair
	Construct 2: Personal Life Interference with Work (PLIW)	3.00	Fair
	Construct 3: Work Personal Life Enhancement (WPLE)	3.81	Moderate
	Level of Work-Life Balance	3.28	Fair

Work-related elements that influence an individual's personal life are included in construct 1: Work Interference with Personal Life (WIPL), according to Hayman (2005). It gauges how work affects one's personal life. Construct 2: Personal Life Interference with Work (PLIW) assesses how personal life affects or interferes with work. It measures the opposite phenomena, such as the effect of an individual's private life on their professional life. The third component, Work Personal Life Enhancement (WPLE), describes how work and personal life complement one another. The data clarifies how work enhances and supports personal life and vice versa.

The results revealed that Generation X teachers gained an overall mean score of 2.43, described as "low," from which the highest mean of 2.86 was obtained from Construct 3: Work Personal Life Enhancement (WPLE) and the lowest mean of 2.04 on Construct 2: Personal Life Interference with Work (PLIW).

As to the Millennials, an overall mean of 3.28 with the description of "fair" was obtained with the highest mean of 3.81 on Construct 3: Work Personal Life Enhancement (WPLE) and the lowest mean of 3.00 on Construct 2: Personal Life Interference with Work (PLIW). It should be observed that constructs 3 and 2 had different mean scores but the greatest and lowest means, respectively.

Table 3 demonstrates the difference in WLB levels between Pundasan National High School's Generation X and millennial teachers, with a t-value of -5.69 tested at a .05 level of significance, indicating a significant difference in WLB levels between the two groups.

Table 3. *Difference between the Level of Work-Life Balance among Generation X and Millennial Teachers*

Indicator	t-value at 95%	p-value	Remarks
Generation X - Millennials	-5.69	.00001	Significant

Research on work-life balance indicates that millennials prioritize WLB more than Generation X individuals. According to Smith (2010), millennials believe work-life balance is crucial for long-term job satisfaction and success. Similarly, a systematic evaluation of Waworuntu (2022) reveals that WLB improves the performance of millennials. Work-life balance was shown to substantially influence job satisfaction and employee retention among millennials in a similar study conducted at Silaban's (2021) research in Bandung, Indonesia.

Similarly, Ratanachina (2016) investigated millennial employees in Thailand and determined that WLB was helpful for most respondents. According to

these data, millennials prioritize and appreciate work-life balance more than preceding generations.

On the Extent to which the Following Factors are Manifested on the Onset of the Post-Pandemic Transition among Generation X and Millennial Junior High School Teachers in terms of:

Workload and Time Pressure

Table 4 illustrates the extent to which workload and time pressure manifest among Generation X and millennial teachers. It can be observed that millennial teachers fared better in terms of workload and time pressure than their Generation X counterparts, with a mean of 3.59 described as "moderate" compared to 3.38 described as "fair." It is also noted that millennial teachers thrived better in terms of workload and time pressure than their Gen X colleagues.

Table 4. *The extent of Manifestation of Workload and Time Pressure among Generation X and Millennial Teachers*

Generational Categories	Mean	Description
Generation X	3.38	Fair
Millennials	3.59	Moderate

Millennials are often portrayed as a resilient generation that values flexibility and work-life balance more than their Generation X counterparts. Research conducted by Smith in 2019 indicates that millennials place a high value on achieving work-life balance. This may be attributed to their proficiency in multitasking and completing tasks more efficiently than their Generation X counterparts. Pasla's recent research in 2021 further corroborates this notion, revealing that workload significantly impacts millennials' work-life balance. These studies support the premise that prioritizing work-life balance can yield positive performance outcomes for millennials.

With the observance of equal teaching loads and appropriate assignment of ancillaries for this school year, Pundasan National High School teachers have described having experienced better work-life balance and improved job performance compared to the previous school years. In one of the Focus Group Discussions (FGDs), Teacher J's shared sentiment among the teachers was that the equal number of class loads has positively impacted her job performance and overall well-being. She reported feeling less overwhelmed and more able to manage her workload and time pressure effectively. Being a millennial, she acknowledged that millennials are generally better at handling workload and time pressure than their

Generation X colleagues since millennials are adept at utilizing various time management techniques to streamline their tasks and maximize productivity. This is supported by Afif's (2019) study, which compared work-life balance and integration preferences among millennials, finding that while integration is favored, its efficacy depends on job functions and flexibility.

Teacher E, a Gen X teacher, shared that she has noticed the difference in work-life balance between herself and the millennials at the school in terms of time pressure. In her words, she said "*mas mataranta ming mga maguwang ninyo og apas sa deadline pero suma total mas mauna pa mo'g submit sa reports kaysa sa amo*" ("[The generation X] may appear to be in a rush and always under time pressure, but [millennials] actually submit their reports before us." This confirms that older generations tend to experience higher stress levels due to workload and time pressure compared to millennials.

Technological Literacy

Table 5 shows the extent to which technological literacy is manifested among Generation X and millennial teachers. The findings show that millennials have more vital technological literacy as a contributory factor of work-life balance, with a mean of 4.21 classified as "high." In contrast, Gen X teachers had a lower mean of 3.40, which was classified as "moderate."

Table 5. *Extent of Manifestation of Technological Literacy among Generation X and Millennial Teachers*

Generational Categories	Mean	Description
Generation X	3.40	Moderate
Millennials	4.21	High

According to Kaur (2020), incorporating technology into their work can help teachers better balance their professional and personal lives. This assertion is supported by Allan's study in 2017, which focused on how teachers' personal use of information and communication technologies can influence their teaching methods. Similarly, a study by Juliana (2020) found that millennial teachers tend to have higher levels of technological literacy regarding achieving work-life balance than Generation X teachers. Additionally, Loganathan (2020) explores the utilization of technology in classrooms by millennial educators and highlights its positive impact on enhancing task efficiency within schools. The results from this study also indicate that millennials, who grew up immersed in technology, generally possess greater proficiency with digital tools when compared to individuals from Generation X.

Although millennials are naturally inclined toward technology compared to their counterparts in Generation X (Taha et al., 2021), they are more inclined to explore the use of technology to improve work efficiency. Due to their closer proximity in generational categorization with GenZ learners, millennials exhibit more excellent proficiency in integrating technology into their teaching practices. According to Teacher A's feedback during the FGD, she highlighted that utilizing technology greatly simplifies tasks within schools, especially when it comes to preparing learning materials. Specifically, she mentioned Canva as her primary platform for creating PowerPoint slides and YouTube as a valuable resource for video lessons. Consequently, this approach allows her to optimize both time and resources effectively. In addition, millennials are accustomed to instant feedback and prefer technology-driven learning strategies that provide immediate responses (Xin & Yunus, 2019).

Aligned with the insufficient availability of training and workshops on incorporating technology in educational settings, many teachers desire to partake in school-based initiatives that would improve their technological proficiency and its application in teaching. Consistent with the results, Pundasan National High School teachers use technology as a learning aid every day. One Generation X participant, Teacher K, shared during a focus group discussion that she occasionally encounters challenges when utilizing technology inside the classroom. She attributes these difficulties to her age and the limited technical support available. *"Gusto jud baya nako nga naay training sa technology para mas magaan atong buluhaton sa school labi na sa mga students nato karon, mas mutaas ang retention level sa memory if naa silay makita sa TV na pictures or videos sa lesson."* *"(I wish that teachers will be provided with training on technological applications to ease the pressure that teachers feel because GenZ learners are more engaged in school if multimedia resources are provided by the teacher.)"*

Social Support

Table 6 shows the extent of manifestation of social support for Generation X and millennial teachers. It can be noted that Generation X teachers gained a moderate mean of 4.34, whereas the millennials fared lower at 2.55, a mean described as "fair."

Table 6. *Extent of Manifestation of Social Support among Generation X and Millennial Teachers*

Generational Categories	Mean	Description
Generation X	4.34	Moderate
Millennials	2.55	Fair

Petty (2013) conducted a study on the work ethic of Generation X teachers and found that they were characterized as easy-going, dependable, and committed. This suggests that Gen X teachers may display specific characteristics related to social support. During one of the FGDs, Teacher C, a Generation X participant mentioned that she prioritizes building strong relationships with colleagues and students. In her words she mentioned "*Importante kaayo ang social support sa mga co-teachers og school administrators kay if friends ta tanan og panagsa naa tay mga tapok-tapok, mas mugaan ang trabaho.*" ("Social support among teachers and school administrators is essential because if everyone is friends with each other and have socialization activities, our work becomes lighter.") She believes that a supportive and positive work environment is crucial for both individual well-being and overall job satisfaction. This is supported by Rosenfeld's research (2020), which suggests that perceived support from teachers, parents, and friends is associated with better student-school outcomes.

In support, Edge (2016) explored the perspectives of Generation X school leaders and teachers on the importance of leaders' support and understanding. The findings reveal that Generation X teachers highly value leaders who provide social support and understand their challenges in achieving work-life balance. Teacher B, a Gen X participant in this study, emphasized the significance of having a leader who understands and supports their needs outside of work. In her words, "*Teachers need a school head na masinabtanon og kabalo muhatag og considerasyon sa personal nga mga panihanganon sa teachers, dili lang sa work-related concerns.*" ("Teachers need a school head who is understanding and knowledgeable in providing consideration for the personal needs of teachers, not just work-related concerns.")

Alternatively, as to millennial teachers, a study conducted by Brannan (2013) explored the work-life balance of millennial teachers and found that they tend to prioritize personal life outside of work. This may suggest that millennial teachers focus more on maintaining a healthy work-life balance, potentially leading to less available time and energy for social support than their Generation X counterparts. This is supported by a statement given by a millennial teacher-participant in this study during the FGD. Teacher L expressed, "*Importante ang social support pero para nako, mas priority nako akong personal time para malikayan ang burnout sa trabaho.*" ("While social support is important, I prioritize my time to avoid burnout at work.") Furthermore, Teacher W claims that she is an introvert and that social interactions with colleagues sometimes drain her energy. Thus, she prefers having "me time."

The result of this study indicates a notable difference in the extent of social support networks among Generation X and millennial teachers, with the former group exhibiting stronger connections with their co-teachers. Moreover, Generation X teachers hold a more optimistic view regarding the benefits of receiving support

from colleagues and mentors. These results lend credence to the notion that social support plays a crucial role in teachers' professional lives and may have implications for the design of interventions to promote teacher well-being and retention.

Autonomy at Work

Table 7 demonstrates the extent of autonomy at work among Generation X and millennial teachers, which shows that millennials gained a higher mean of 3.81, described as “moderate.” In comparison, Generation X teachers obtained a lower mean of 2.63, interpreted as “low.”

Table 7. *Extent of Manifestation of Autonomy at Work among Generation X and Millennial Teachers*

Generational Categories	Mean	Description
Generation X	2.63	Low
Millennials	3.81	Moderate

Millennial teachers tend to prioritize autonomy at work more than Generation X teachers. In a study conducted by Petty (2013), it was found that millennial teachers place a high value on their ability to have control and independence in their work compared to older generations. This could be attributed to millennials' confidence and assertiveness in the workplace (Njoroge et al., 2022). As the millennial generation is considered confident and self-expressive, they have higher expectations for a positive work culture that values their autonomy.

Teacher T, a millennial who participated in the study, expressed that having autonomy at work allows him to practice creativity and innovation in his teaching practices. He further said that although he values collaboration and teamwork, having the freedom to make decisions and design lessons according to his style and preferences greatly enhances his job satisfaction.

In addition to personal preferences, the desire for autonomy could also be influenced by the characteristics of the millennial generation. Millennials generally reject rigid management and hierarchical rules, preferring a more flexible and empowering work environment (Gabriel et al., 2020). They seek job challenges and appreciate leaders who involve them in decision-making. During one of the FGDs, a millennial teacher, Teacher D mentioned that she feels more motivated and engaged at work when teachers have the freedom to contribute their ideas and have a sense of ownership over their work.

Career Progression

Table 8 shows the extent of manifestation of career progression among Generation X and millennial teachers. It can be gleaned that millennials exhibit a higher level of career progression at 3.46, interpreted as “moderate,” than the former group, which gained a mean of 2.40, described as “low.”

Table 8. *Extent of Manifestation of Career Progression among Generation X and Millennial Teachers*

Generational Categories	Mean	Description
Generation X	2.40	Low
Millennials	3.46	Moderate

Millennials have demonstrated a more vital aspiration for career advancement than Generation X educators. As asserted by Layton (2015), research indicates that the millennial generation is the largest generational cohort ever recorded, and projections suggest they will make up 75% of the workforce by 2025. Millennials possess noteworthy attributes such as high levels of education, eagerness to acquire new knowledge, proficiency with technology, and a strong sense of social responsibility—qualities essential for excelling in the teaching profession.

One of the main drivers behind the high inclination for career progression among millennials in the teaching profession is their desire for personal and professional growth. This is corroborated by the study by Karakiş (2021), which concluded that millennials are motivated to take on new challenges and seek out opportunities for advancement in their chosen careers. Teacher F, a millennial teacher, shared that she has constantly sought career advancement opportunities since she has been a Teacher I for almost 18 years and is ready to take on new roles and responsibilities. Another millennial, Teacher P, shares her sentiment in her own words, "*Ikatalo nako nagparank as Master Teacher and yet, padayon gihapon kog paningkamot para macomply ang standards sa DepEd like post-graduate education, research, og trainings para sa MT position.*" ("I have tried three times to be ranked to the Master Teacher position, and yet, I continue to strive to meet the standards set by the Department of Education, such as post-graduate education, research, and training for the MT position." This manifests a strong belief that millennials value continuous learning and development to advance their careers.

As for Generation X teachers, they have a relatively lower level of interest in career advancement (Both et al., 2017) compared to other generations. This could be attributed to factors such as their mindset towards work, lack of opportunities

for progression within the education system, and a different set of priorities and values.

Several Generation X teachers who participated in this study shared that career advancement has become progressively changing, and they have encountered difficulties complying with the DepEd standards. Teacher AC shared her sentiment, "*gustohon man namo mapromote, maglisod nami'g compete kay naualahi nami sa pag-eskwela.*" ("Although we want to be promoted, we are left behind by our colleagues [in terms of promotion].") Furthermore, they manifest a passive attitude towards enrolling in graduate studies and other career advancement opportunities, reasoning that they are already content with their current teaching positions.

Financial Condition

Table 9 depicts the extent of the manifestation of financial condition among Generation X and millennial teachers. It can be noted that Generation X attained a mean of 3.46, described as "moderate," which is higher than the millennial teachers' mean of 2.83 with the description of "fair."

The difference between Generation X's and millennial teachers' financial condition can be attributed to several factors. According to Hamsa's study (2022), there are notable variations in the financial stability of Generation X and millennial teachers.

Table 9. *Extent of Manifestation of Financial Condition among Generation X and Millennial Teachers*

Generational Categories	Mean	Description
Generation X	3.46	Moderate
Millennials	2.83	Fair

One of the critical reasons for this difference is the disparity in financial literacy and economic knowledge between the two generations of teachers. Research studies have consistently demonstrated that teachers generally possess a weak understanding of personal finance (Vargas - Hernandez, 2022). This lack of financial literacy among teachers can significantly impact their ability to manage their finances effectively and make informed financial decisions.

Furthermore, studies show that millennials, who make up most of the teaching workforce today, have low levels of financial literacy compared to previous generations. When asked about the importance of having funds for recreation and leisure during a focus group discussion, most millennial respondents answered positively with the primary reason for achieving a healthier work-life balance. In contrast, most of the Generation X teachers responded that taking vacations is irrelevant to achieving a healthy WLB. This difference in attitudes towards leisure

and recreation suggests that millennial teachers may prioritize personal fulfillment over financial stability, potentially contributing to their lower financial stability than Generation X teachers.

Teacher M, a millennial, shared her idea that teachers need time and funds to relax and unwind "*kay makita ra man na ang kwarta...travel while you're young.*" (Because money can consistently be earned...so one should travel while young.) Another millennial, Teacher J, echoed this sentiment, stating that "it's important to enjoy life and not be too focused on money." Moreover, millennial teachers' personal experiences and expectations play a role in their financial stability, thus affecting their work-life balance in general.

Generation X teachers have a different perspective when it comes to financial stability. They are more likely to prioritize financial security and long-term planning (Petty, 2013). Teacher B, a GenX, emphasizes investing in the Social Security System insurance, Pag-ibig savings programs, and life plans to prepare for the future is essential. The same sentiment was shared by Teacher E, who stated that she prioritizes her salary in providing for the family since her kids are still in school. She also shared that although taking vacations sounds relaxing, they are not her priority.

On the Significant Difference Among the Manifestation of the Factors Among Generation X and Millennial High School Teachers

Table 10 shows the significant difference in the manifestation of Work-Life Balance (WLB) factors among Generation X and millennial teachers. The data obtained a t-value of -0.37 with a p-value of .359 tested at .05% of significance, meaning there is no significant difference between the factors of the two categorical groups.

Table 10. *Significant Difference in the Manifestation of the Factors of WLB among Generation X and Millennial Teachers*

Indicator	Overall Mean	Description	t-value	p-value
Generation X	3.27	Fair	-0.370	.359429
Millennials	3.41	Moderate		

Research has shown that although there are generational differences in work-life balance beliefs and practices among teachers, there are no studies that directly point out significant differences between Generation X and millennial teachers, particularly in factors such as workload and time pressure, technological

literacy, social support, autonomy at work, career progression, and financial condition. This means that there is a need for further research to establish the extent of these generational differences in teacher work-life balance.

However, existing literature does provide some insights into potential generational differences in these factors. For example, the millennial generation, often characterized by their desire for work-life balance, may have different expectations and priorities in terms of the factors compared to their Generation X colleagues.

Millennials may prioritize flexibility and a healthy work-life balance, emphasizing self-care and personal fulfillment. This may lead to a desire for reduced workload and time pressures to balance their personal and professional lives. Furthermore, the millennial generation is known for their solid technological literacy skills. They are more adept in using technology as leverage for work efficiency and time management. As to social support, generation X teachers value social interactions more than millennials, who prefer working alone and equate long periods of social interaction with energy draining.

Additionally, the millennial generation may seek more autonomy at work, wanting greater control over their teaching methods and decision-making processes. Regarding career progression, millennials may seek more rapid advancement and growth opportunities than their Generation X counterparts. Regarding financial condition, the research results show that Generation X teachers prioritize financial stability and security, whereas millennials may prioritize job satisfaction and fulfillment over monetary gains.

On Which Factors, Singly or in Combination, Best Predicts Work-Life Balance

Table 11 presents the influence of the independent variables on the dependent variable.

The teachers' work-life balance is influenced by the five predictors namely: workload and time pressure, $\beta = 0.171$, $t = 29.076$, ($p < .05$), technological literacy, $\beta = 0.165$, $t = 25.964$, ($p < .05$), social support, $\beta = 0.174$, $t = 23.656$, ($p < .05$), autonomy at work, $\beta = 0.173$, $t = 24.367$, ($p < .05$), and career progression, $\beta = 0.339$, $t = 44.973$, ($p < .05$). The findings imply that workload and time pressure, technological literacy, social support, autonomy at work, and career progression significantly influence the teachers' work-life balance.

More precisely, the predicted scores for values of the independent variables are indicated by the beta weights (β), which means that each additional score/unit accounted for by these measure variables would imply an increase in teachers' work-life balance. The figures in the table disclose that for every unit change in

workload and time pressure, there is a corresponding increase of 31.7 percent in the teachers' work-life balance. This further means that the higher the workload and time pressure, the higher the teachers' work-life balance.

Table 11. *Regression Analysis between the Independent Variables and Work-Life Balance*

Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Workload and Time Pressure	.171	.006	.317	29.076	.000
Technological Literacy	.165	.006	.314	25.964	.000
Social Support	.174	.007	.435	23.656	.000
Autonomy at Work	.173	.007	.368	24.367	.000
Career Progression	.339	.008	.702	44.973	.000
Financial Condition	.004	.007	.006	.510	.675
R = 0.493		R ² Adjusted= 0.997		F = 1.794	
Sig. = .000					

a. Dependent Variable: *Work-life Balance*

b. Predictors: (*Constant*), *Workave*, *TechAve*, *Socave*, *Autoave*, *Careerave*, *Finanave*

In this context, a higher level of workload and time pressure means an equitable distribution of teaching loads based on the teachers' major in their bachelor's degrees, as well as appropriate and fair assignments of non-teaching ancillaries and administrative activities in school, which is currently observed at Pundasan NHS beginning this academic year. According to Punia (2013), teachers' work-life balance quality is influenced by criteria such as designation, appointment type, educational stream, and employment institution.

Regarding technological support, a one-unit variable increase would increase 31.4 percent in teachers' work-life balance. This would mean that the higher the technological support, the higher the teachers' work-life balance. The present-day academic landscape has seen several technological breakthroughs that have revolutionized teaching-learning (Navjot-Kaur, 2020). In this regard, a recent study suggests that technology is pivotal in facilitating work-life balance among teachers. Specifically, the factor analysis findings reveal that technology aids teachers in achieving a sustainable work-life balance. Based on these findings, the study recommends specific strategies that can be employed to ensure that technology is

utilized in a manner that positively contributes to establishing work-life balance among schoolteachers.

Since the results of this study reveal that Generation X teachers are less proficient than millennials, the former need more assistance and training on integrating technology effectively in their classes, thereby improving their work-life balance.

As to social support, a one-unit increase of the variable would increase 43.5 percent in teachers' work-life balance. This would mean that the higher the social support, the higher the teachers' work-life balance.

Recent academic research suggests that social support is crucial in promoting a healthy work-life balance for teachers. In a study conducted by Jaguaco (2022), it was observed that social support significantly impacted the quality of life of teachers in the workplace. Furthermore, Yuh (2017) found that different forms of social support, such as emotional, informational, and instrumental support, can significantly influence a teacher's well-being. These findings align with the requests made by teachers at Pundasan NHS, who have been seeking team-building activities at school to foster social support and alleviate work-related stress. These results highlight the importance of social support in enhancing the overall work experience of teachers.

Regarding autonomy at work, a one-unit variable increase would increase 36.8 percent in teachers' work-life balance. This would mean that the higher the autonomy at work, the higher the teachers' work-life balance.

Recent research has shown that job autonomy plays a significant role in achieving work-life balance for teachers. According to experts Johari (2018) and Badri (2020), having control over one's work and personal life can significantly improve teacher job performance and lead to higher work-to-family enrichment and lower work-to-family conflict. Gururaja (2013) further supports these findings by demonstrating that workplace autonomy positively influences secondary school teachers' job performance and courteous behavior.

While the workload is beyond teachers' control, Pundasan NHS teachers have struggled with the twice-monthly class observations for the past two academic years. While they acknowledge the benefits of technical assistance in enhancing teaching practices, the tight schedule has proven overwhelming.

Regarding career progression, a one-unit variable increase would increase 70.2 percent in teachers' work-life balance. This would mean that the higher the career progression, the higher the teachers' work-life balance. It is noted that among the five emerging predictors, career progression has the highest influence.

Sari (2020) investigated the impact of career advancement on work-life balance and organizational commitment among teachers, using job satisfaction as a

moderator. This indicates that the more administrative assistance teachers receive regarding prospects for professional advancement, the more devoted the teacher becomes to the organization.

Several Pundasan NHS teachers took part in the division office's rating and selection process for teacher-related posts, but only a few were promoted. This necessitates the school assisting teachers in meeting the prerequisites for career advancement. As Nayeem (2012) noted, it is critical for administrators to adapt to changing employees' needs, therefore improving their work-life balance.

Furthermore, the R2 adjusted value explains the influence of the independent variables on teachers' work-life balance. The measure of the total variation of the dependent variable consisted of 99.7, which reflects the amount of variance explained by all variables, namely workload and time pressure, technological literacy, social support, autonomy at work, and career progression. In contrast, .3 of the variances can be attributed to other factor variables not included in the study. Conversely, financial condition, $\beta=0.004$, $t=.510$, ($p>0.05$) did not influence the teachers' work-life balance.

Based on the findings discussed above, the researcher plans to utilize the five predictors as the foundation for an intervention plan to improve teachers' work-life balance in an upcoming school program. This program will serve as an action research initiative, and its effectiveness will be assessed accordingly. The program will adhere to the procedural guidelines outlined in the action research process upon receiving approval and implementation. The proposed intervention plan is founded on sound research, and its implementation is expected to yield significant results in addressing work-life balance concerns among teachers.

CONCLUSION

The present study concludes that the financial stability of Generation X teachers is influenced by their prioritization of long-term financial security and planning. In contrast, millennial teachers may prioritize personal fulfillment and leisure to attain a healthy work-life balance. Moreover, millennials are better at balancing work and personal life than Generation X teachers. The study results indicate that WLB is a significant factor for millennial teachers, which impacts their performance (Matula, 2022).

Additionally, based on this study, although there is limited research comparing the factors influencing teacher work-life balance between different generations, this paper concludes that there are no significant differences in how these factors are experienced among the two generational groups.

Finally, it is concluded that several factors influence the teachers' work-life balance, but the most prominent are workload and time pressure, technological literacy, social support, autonomy at work, and career progression.

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