

Hybrid Work Arrangement on Teachers' Work-Life Balance: Basis for Strategic Time Management

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ABSTRACT: This study investigates the effects of hybrid work arrangements on teachers' work-life balance, providing a foundation for the development of successful time management solutions. The study centers on the significance of effective time allocation for Filipino educators, particularly considering the challenges they face due to the COVID-19 pandemic. The study used a descriptive survey methodology and a proportionate stratified random sample technique, gathering data from 58 professors at Marymount Academy. The investigation demonstrates that the hybrid model has beneficial impacts on multiple facets of the teaching profession, encompassing: 1.) time allocation; 2.) workload management; 3.) personal growth; and 4.) the teaching-learning process. Moreover, the research highlights the advantageous influence of hybrid work arrangements on teachers' capacity to manage their professional and personal lives, encompassing their self-care practices, familial obligations, social relationships, and recreational pursuits. Nevertheless, the research findings highlight seven significant issues that demand consideration: teachers exceeding their regular working hours (Table 3.1.1, TA6), a rise in administrative responsibilities (Table 3.1.2, WM6), elevated levels of stress (Table 3.1.3, PD6), difficulties in managing in-person and virtual learners (Table 3.1.4, TLP6), adverse effects on family time (Table 3.2.2, QFT1 & GFT2), obstacles in social interactions (Table 3.2.3, SII & SI2), and challenges in maintaining a work-life-hobby equilibrium (Table 3.2.4, H1 & H2). The results of this study provide the foundation for strategic time management suggestions to assist instructors in efficiently managing their hybrid work experiences. This study highlights the importance of continuous training and development that is specifically designed to meet the evolving needs of modern education. It emphasizes the need to solve these problems to successfully deploy hybrid work models in the education sector.

Keywords - hybrid work setup, strategic time management, teaching profession, time management, work-life balance.

1. INTRODUCTION

Balancing work and personal life is crucial for achieving job satisfaction, life fulfillment, and overall well-being. The proportion of time dedicated to employment versus activities with loved ones or personal interests is pivotal in mitigating emotional weariness, worry, and stress.

In the context of the Philippines, teachers encounter significant challenges in maintaining work-life balance, stemming from factors such as excessive paperwork, extended working hours, and compromised personal space. The advent of the COVID-19 pandemic further exacerbated these issues as teachers grappled with the sudden shift to urgent distance learning processes, resulting in heightened stress and workload. The move to online platforms, coupled with the demands of the education sector, significantly impacted the performance of educators (Khawand, et al., 2022).

Time is the most valuable resource for educators. Success in life hinges on effective time management skills, and this is particularly true for those in the field of education. The growth in demand for online and blended or hybrid education options has elevated the importance of time management for faculty members. A hybrid work setup in teaching refers to a model of instruction that combines both in-person and remote sessions (Grushka-Cockayne, 2020). The rapid development of technology adds complexity to the challenges they face, requiring ongoing adaptation and training in technology use.

In this evolving educational landscape, stress and workload play crucial roles in determining the effectiveness of time management. Faculty members, beyond their instructional duties, handle various responsibilities such as

addressing student behavioral issues, engaging with parents, attending meetings, and overseeing co-curricular activities. Consequently, efficient time management becomes imperative for their overall effectiveness.

Recognizing the significance of time management for educators, there is a growing trend among academicians and researchers to explore specific strategies tailored to the unique demands of teaching. This acknowledgment emphasizes the need for continuous efforts in training and development to enhance the time management skills of educators, ensuring their success in navigating the multifaceted responsibilities associated with their roles (Gul, et al., 2021).

In contemporary times, effective management of both professional and personal spheres is deemed crucial. The correlation between work and personal life balance is gaining attention, with individuals finding contentment in both aspects, showcasing higher motivation and enthusiasm in their work. Achieving work-life balance is not only essential for employee welfare but has become a strategic imperative for companies prioritizing employee well-being (Selim, et al., 2022). As we transition into the post-pandemic era, educators have embraced hybrid work arrangements that emphasize adaptability and efficient work procedures. This model allows employees to choose between working in the office or remotely, provided they have Wi-Fi access and the necessary ICT tools.

This research aims to investigate the effects of hybrid work arrangements on teachers' work-life balance, delving into specific aspects such as time allocation, workload management, professional development, and the teaching-learning process. Furthermore, the study explores how teachers' hybrid work arrangements influence their self-care practices, family time, social interaction, and hobbies. This information will serve as a concrete and reliable basis to propose strategic time management recommendations to enhance the work-life balance of educators in the evolving landscape of education.

Specifically, this study sought to answer the following questions:

1. What are the effects of a hybrid work setup on the teaching profession in terms of:
 - 1.1. Time allocation;
 - 1.2. Workload management;
 - 1.3. Professional development; and
 - 1.4. Teaching-learning process?
2. How do teachers' hybrid work arrangement influence their work-life balance in terms of:
 - 2.1. Self-care practices;
 - 2.2. Quality of family time;
 - 2.3. Social interaction; and
 - 2.4. Hobbies?
3. What strategic time management recommendations may be proposed to improve work-life balance in a hybrid work arrangement?

2. METHODOLOGY

A descriptive survey design was used in this research. In all disciplines, descriptive survey design is the most common. It entails asking people questions and tabulating their responses to learn about one or more groups of people, such as their qualities, opinions, attitudes, or previous experiences. Descriptive survey designs, according to Creswell (2008), are quantitative research techniques in which researchers survey a sample or the entire population to characterize the group's attitude, views, habits, or attributes. The researchers gathered quantitative data (through a survey questionnaire) to learn about the effects of hybrid work setup on the teaching profession and the influence of hybrid work arrangements on the work-life balance of Marymount Academy (MA) teachers, covering the first quarter until the second quarter or the entire second semester of this academic year (2023-2024). Upon the collection of all necessary data for the study, the researchers performed a statistical analysis (*weighted mean*) to determine the numerical representation of the variables. Finally, the researchers devised viable strategic time management based on the study's salient findings to improve the work-life balance in a hybrid work arrangement among the teachers.

The researchers requested the total population of Marymount Academy (MA) teachers for the academic year 2023-2024 on all three campuses, namely BF Homes (MAPI), San Antonio (MASA), and Better Living

(MABL). There were 62 (100%) teachers in total, 45 (72.58%) of whom were from the MAPI Campus, 6 (9.67%) from the MASA Campus, and 11 (17.74%) from the MABL Campus. The researcher identified the sample size by using the Qualtrics online sample size calculator using a confidence level of 95%, a 5% margin of error, and a population of 62, which resulted in an ideal sample size of 58 (*41 for MAPI Campus, 6 for MASA Campus, and 11 for MABL*).

Proportionate stratified random sampling is used to meet the target population. According to Hayes (2020), stratified random sampling entails separating the total population into homogeneous groups called strata and then randomly selecting samples from each stratum. It's a form of probability sampling in which all of the people mentioned in the sampling frame reflect the study's target population. This sampling approach is crucial because it ensures that each subgroup of a particular community is adequately represented within the entire sample population of a research study (Acosta, et al., 2022). In this study, a proportionate stratified sampling approach is utilized. The sample size of each stratum is proportional to the total stratum population size. That means each campus, as a stratum, has a balanced population.

The study made use of a researcher-made instrument to gather data regarding the targeted respondents' responses on how hybrid work arrangements affect their duties and responsibilities as teachers and also the influence of this work setup on their work-life balance. To effectively address the statement of the problems, the researchers carefully crafted the items in the aforementioned questionnaire using the significant study variables. The researchers surveyed the teachers from Marymount Academy (MA) across three campuses after permission was given. The researchers distributed the Google Form survey to the respondents using different online messaging and mail platforms. Their responses were kept confidential and private, following existing data privacy laws.

The researcher used IBM's Statistical Package for Social Sciences (SPSS) Version 23 and Microsoft Excel 2016 for the computations. The statistical analysis tool, weighted mean, was utilized to analyze the data from the survey questionnaire forms. It was used to compute and determine the average weighted value of the Likert scale used. The researchers used the weighted mean as their main statistical tool in assessing, analyzing, and interpreting the responses of the MA teachers on the Likert scale.

Below is the Likert scale used to determine the weighted mean:

TABLE 2.1 A four (4) - Point Likert Scale for Variable Measurement and Analysis

Range	Verbal Interpretation
1.00 - 1.74	Strongly Disagree
1.75 - 2.49	Disagree
2.50 - 3.24	Agree
3.25 - 4.00	Strongly Agree

3. RESULTS AND DISCUSSIONS

The following table shows the experiences of Marymount Academy teachers, organized by construct or category. This presentation was able to present the effects of the hybrid work setup on their job and its influence on their work-life balance. The table's content is derived from data collected using the statistical tool weighted mean.

*3.1. The effects of a hybrid work setup on the teaching profession in terms of:***TABLE 3.1.1: TIME ALLOCATION**

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
TA1: The hybrid work arrangement allows for better flexibility in managing my daily schedule.	3.36	Strongly Agree
TA2: I feel that the time spent on in-person teaching during the hybrid model is well balanced with the time spent on virtual instruction.	3.09	Agree
TA3: The transition between in-person and virtual teaching modes is smooth and does not create significant disruptions in my schedule.	2.97	Agree
TA4: I can effectively allocate time for lesson planning and preparation in the hybrid teaching model.	3.12	Agree
TA5: The hybrid work arrangement has increased the overall efficiency of my time management.	3.16	Agree
TA6: I often find myself working beyond regular hours due to the demands of the hybrid teaching model.	3.24	Agree
TA7: I have sufficient time for professional development activities to enhance my hybrid teaching skills.	3.07	Agree
Weighted Mean:	3.14	Agree

The data shown in Table 1.a provides insights into the perspectives of individuals working in the teaching profession regarding the effects of a hybrid work arrangement on time allocation. Respondents have strongly agreed that hybrid arrangements offer improved flexibility in organizing their daily schedules (3.36). Furthermore, there is unanimous agreement that the amount of time dedicated to face-to-face teaching is proportionate to virtual training (3.09). Respondents, on average, perceive the transition between teaching styles to be seamless (2.97) and feel capable of efficiently managing their time for lesson planning (3.12). The data reveals a generally favorable effect on the efficiency of time management (3.16). However, respondents also acknowledge working beyond regular hours as a result of the requirements of the hybrid teaching model (3.24). Despite this, there is consensus that there is sufficient time for professional development programs to increase hybrid teaching skills (3.07). A calculated mean of 3.14 indicates considerable agreement among respondents on the beneficial effect of the hybrid work arrangement on time allocation within the teaching profession.

TABLE 3.1.2: WORKLOAD MANAGEMENT

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
WM1: The hybrid work arrangement has improved my ability to manage the overall workload effectively.	2.97	Agree
WM2: I feel that the workload expectations in the hybrid teaching model are reasonable.	2.98	Agree
WM3: The distribution of tasks between in-person and virtual teaching is well-balanced.	3.02	Agree

WM4: I have sufficient time for grading and providing feedback in the hybrid teaching model.	3.02	Agree
WM5: Collaboration with colleagues is effectively facilitated in the hybrid teaching environment, contributing to workload management.	3.07	Agree
WM6: The hybrid work model has increased the administrative tasks and paperwork associated with teaching.	3.22	Agree
WM7: I receive adequate support from the school administration to manage workload challenges in a hybrid model.	2.93	Agree
Weighted Mean:	3.03	Agree

The data presented in Table 1.b provides insights into the impact of a hybrid work arrangement on the management of workload in the field of education. Generally, respondents had a favorable attitude toward the impact of the hybrid model on their capacity to manage job requirements. The respondents, on average, agree that the hybrid work arrangement has enhanced their capacity to efficiently handle the entire workload (2.97). Moreover, there is consensus regarding the realistic workload expectations in the hybrid teaching model (2.98) and the well-balanced distribution of activities between in-person and virtual teaching (3.02). Respondents in the hybrid teaching model (3.02) express satisfaction that they have enough time for grading and giving feedback. They also perceive that communication with colleagues is successfully supported, which helps manage their workload positively (3.07). However, the data indicates a rise in administrative responsibilities and paperwork linked to teaching in the hybrid model (3.22). However, respondents concur that they receive sufficient assistance from the school administration in handling the difficulties associated with managing workload under the hybrid model (2.93). The collective weighted average of 3.03 indicates widespread agreement among respondents that the hybrid work arrangement has a favorable effect on workload management in the teaching profession, despite the difficulties created by additional administrative responsibilities.

TABLE 3.1.3: PERSONAL DEVELOPMENT

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
PD1: The hybrid work arrangement has positively impacted my ability to manage my workload.	3.19	Agree
PD2: I feel adequately supported in terms of professional development opportunities related to hybrid teaching.	3.05	Agree
PD3: The flexibility offered by the hybrid model has improved my work-life balance.	3.19	Agree
PD4: I believe that hybrid teaching has enhanced my overall job satisfaction.	3.07	Agree
PD5: The training provided for hybrid teaching has been sufficient and effective.	3.00	Agree
PD6: Hybrid work increased my stress levels related to teaching responsibilities.	3.02	Agree
PD7: I feel confident in utilizing the technology tools required for hybrid teaching.	3.02	Agree
Weighted Mean:	3.08	Agree

The data in Table 1.c provide beneficial information on the effects of a hybrid work arrangement on personal growth within the field of teaching. Respondents typically convey positive perceptions regarding several areas of their professional development. The respondents, on average, agreed that the hybrid work arrangement has had a beneficial effect on their capacity to handle their tasks (with a mean score of 3.19). Furthermore, there is unanimity that they perceive sufficient assistance concerning the professional growth prospects of hybrid instruction (3.05). The hybrid approach is seen as advantageous due to its flexibility, which has enhanced the balance between work and personal life (3.19). Respondents also perceive that hybrid teaching has improved their overall satisfaction with their jobs (3.07). Moreover, the respondents usually perceive the training offered for hybrid teaching to be satisfactory and impactful (3.00). The data indicates a modest amount of stress associated with teaching obligations in the hybrid model (3.02). Even so, respondents demonstrate confidence in using the technology tools necessary for hybrid teaching (3.02). The weighted mean of 3.08 suggests a consensus among respondents that the hybrid work setup has had a beneficial influence on personal development in the teaching profession, promoting feelings of confidence, satisfaction, and efficient workload management.

TABLE 3.1.4: TEACHING-LEARNING PROCESS

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
TLP1: The hybrid teaching model effectively engages students in both in-person and virtual settings.	2.86	Agree
TLP2: I feel adequately prepared to deliver engaging and effective lessons in both in-person and virtual environments.	2.97	Agree
TLP3: The hybrid model allows for meaningful interactions and discussions among students in both settings.	2.74	Agree
TLP4: The assessment methods used in the hybrid teaching model are fair and reflective of students' understanding.	2.91	Agree
TLP5: The technology tools utilized in the hybrid model enhance the teaching-learning process.	3.00	Agree
TLP6: Balancing the needs of in-person and virtual learners in the same lesson is challenging in the hybrid model.	3.03	Agree
TLP7: The hybrid teaching model allows for differentiated instruction to meet the diverse needs of learners.	2.95	Agree
Weighted Mean:	2.92	Agree

The data shown in Table 1.d provides valuable insights into the effects of a hybrid work arrangement on the teaching and learning process in the field of education. Respondents commonly endorse the favorable characteristics of the hybrid teaching model. The respondents, on average, agree that the hybrid teaching style effectively engages students in both in-person and virtual contexts (2.86). Additionally, a score of 2.97 indicates that respondents are sufficiently prepared to deliver captivating and powerful lessons in both settings. While there is consensus that the hybrid model facilitates significant interactions and conversations among students in both settings (2.74), the assessment methods employed in the hybrid teaching model are considered impartial and indicative of students' comprehension, with a mean score of 2.91. The technology tools used in the hybrid model are usually regarded favorably, improving the teaching-learning process (3.00). However, the average score of 3.03 among respondents suggests that they are aware of the difficulty in striking a balance between the needs of students who are present in person and those who are virtually present during the same session. Notwithstanding the aforementioned challenge, the data indicates that the hybrid teaching model enables customized education to address the varied requirements of learners (2.95). The average weighted score of 2.92

indicates that respondents generally agree that the hybrid work setup has a positive effect on the teaching-learning process. It promotes engagement, effective lesson delivery, and improved assessment methods. However, it is important to note that there are acknowledged challenges in managing the needs of different learning environments.

3.2. The influence of hybrid work arrangements on teachers' work-life balance in terms of:

TABLE 3.2.1: SELF-CARE PRACTICES

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
SCP1: The flexibility of the hybrid work arrangement allows me to prioritize self-care practices.	3.02	Agree
SCP2: I feel supported in maintaining a healthy work-life balance through the hybrid work model.	2.98	Agree
SCP3: The hybrid work arrangement positively impacts my ability to engage in regular physical exercise.	3.05	Agree
SCP4: I have enough time for relaxation and leisure activities due to the hybrid work setup.	3.10	Agree
SCP5: The hybrid work model helps me reduce stress levels, contributing to better self-care.	2.98	Agree
SCP6: I can easily manage personal and professional responsibilities with the hybrid work arrangement.	3.21	Agree
SCP7: The hybrid work arrangement enhances my overall well-being by promoting self-care practices.	3.07	Agree
Weighted Mean:	3.06	Agree

The data shown in Table 2.a provides an exploration of the impact of hybrid work arrangements on teachers' work-life balance, specifically focusing on self-care practices. The respondents agree to some extent that the hybrid work arrangement provides ample flexibility for prioritizing self-care practices (3.02). The respondents also agree that the hybrid work model significantly supports maintaining a healthy work-life balance (2.99). Moreover, with a mean score of (3.05) the hybrid work arrangement positively affects the respondents' ability to engage in regular physical exercise. Additionally, the respondents also agree that the hybrid work arrangement provides sufficient time for relaxation and leisure activities (3.10). On average, with a mean score of (2.98), the respondents express a moderate level of agreement that the hybrid work model contributes to reducing their stress levels and enhancing self-care. On the other hand, the respondents strongly agree that they can easily manage both personal and professional responsibilities with the hybrid work arrangement. Moreover, with a mean score of (3.07), the respondents showed a positive influence that the hybrid work arrangement enhances their overall well-being by promoting self-care practices. Overall, the average weighted mean of 3.06 indicates a positive perception of the impact of the hybrid work arrangement on various aspects of self-care practices, including physical exercise, leisure time, stress reduction, personal and professional management, and overall well-being.

TABLE 3.2.2: QUALITY OF FAMILY TIME

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
QFT1: The hybrid work arrangement negatively affects the quality of time I spend with my family.	2.66	Agree
QFT2: Balancing work and family responsibilities is challenging due to the hybrid work model.	3.03	Agree
QFT3: The hybrid work arrangement allows for increased flexibility to prioritize family time.	3.07	Agree
QFT4: I feel more present and engaged with my family because of the hybrid setup.	3.07	Agree
QFT5: The hybrid work model contributes positively to the overall quality of family interactions.	3.05	Agree
QFT6: I can efficiently manage work commitments, ensuring ample time for my family.	3.12	Agree
QFT7: The hybrid work arrangement significantly enhances the overall quality of time I spend with my family.	3.16	Agree
Weighted Mean:	3.02	Agree

Presented in Table 2.b are factors that influence the quality of family time during hybrid work arrangements. The data shows a moderate level of agreement that the hybrid work arrangement negatively affects the quality of time spent with their family (2.66). Similarly, the balancing of work and family responsibilities is challenging for the respondents due to the hybrid work model (3.03). At the same time, they agreed that the hybrid work arrangement provides increased flexibility to prioritize family time (3.07). Since they feel more present and engaged with their family due to the hybrid work setup (3.07). Thus, the hybrid work model positively contributes to the overall quality of family interactions (3.05). Considering that respondents agree that they can efficiently manage work commitments, ensuring ample time for their family is seen as a positive aspect contributing to the quality of family time during the hybrid work arrangement (3.12). For this construct, the average weighted mean was 3.02, which indicates a balance of positive and negative aspects. While there is a perceived positive impact on flexibility, engagement, and family interactions, there are also acknowledged challenges in balancing work and family responsibilities.

TABLE 3.2.3: SOCIAL INTERACTION

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
SI1: The hybrid work arrangement hinders my ability to engage in social interactions.	2.88	Agree
SI2: I find it challenging to maintain a healthy balance of work and socializing with the hybrid work model.	2.78	Agree
SI3: The hybrid work arrangement allows flexibility, enabling more opportunities for social interactions.	2.97	Agree

SI4: I feel socially connected despite the hybrid work setup.	2.84	Agree
SI5: The hybrid work model positively impacts my ability to engage in meaningful social interactions.	3.02	Agree
SI6: I can manage my work commitments while actively participating in social activities.	3.02	Agree
SI7: The hybrid work arrangement significantly enhances my work-life balance by promoting positive social interactions.	3.00	Agree
Weighted Mean:	2.93	Agree

Table 2.c shows various factors to understand the dynamics of social interaction in the context of hybrid work arrangements. The respondents' mean score of (2.88) suggests that the mixed work arrangement negatively impacts their capacity to participate in social interactions. The hybrid work model presents a challenge for respondents in maintaining a good equilibrium between work and socializing (2.78). However, the hybrid work arrangement allows flexibility, providing more opportunities for their social interactions (2.97). And the respondents feel socially connected despite the hybrid work setup (2.84). Since the hybrid work model positively impacts their ability to engage in meaningful social interactions (3.02),. As a matter of fact, with a mean of (3.00), the respondents agree that the hybrid work arrangement significantly enhances work-life balance by promoting positive social interactions. Therefore, the weighted mean was 2.93, which expresses a generally positive perception of the hybrid work arrangement's influence on social interactions, with respondents feeling socially connected and finding opportunities for meaningful interactions despite acknowledging some challenges in maintaining a balance between work and socializing. The overall weighted mean reflects a balanced view of the social aspects of the hybrid work model.

TABLE 3.2.4: HOBBIES

Hybrid Work Experiences of Teachers	Mean	Verbal Interpretation
H1: The hybrid work arrangement limits my time to pursue my hobbies.	2.60	Agree
H2: Balancing work and hobbies is challenging due to the hybrid work model.	2.88	Agree
H3: The hybrid work arrangement allows increased flexibility to pursue and enjoy hobbies.	3.00	Agree
H4: I feel I can actively engage in my hobbies despite the hybrid work setup.	3.05	Agree
H5: The hybrid work model positively impacts my ability to dedicate time to my favorite hobbies.	3.02	Agree
H6: I can efficiently manage work commitments, ensuring ample time for my hobbies.	3.10	Agree
H7: The hybrid work arrangement significantly enhances my work-life balance by allowing me to prioritize and enjoy my hobbies.	3.10	Agree
Weighted Mean:	2.96	Agree

The results depicted in Table 2.d involve a comprehensive analysis related to respondents' engagement with hobbies during the hybrid work setup. The respondents express a moderate level of disagreement, with a mean of (2.60) indicating that the hybrid work arrangement limits their time for pursuing their hobbies. The respondents also show that balancing work and hobbies is challenging due to the hybrid work model (2.88).

Meanwhile, they agree that the hybrid work model positively impacts their ability to dedicate time to their favorite hobbies (3.02). The respondents also express that they can efficiently manage work commitments, ensuring they have ample time for their hobbies (3.10). Furthermore, it indicated that the hybrid work arrangement significantly enhances work-life balance by allowing them to prioritize and enjoy their hobbies (3.10). In conclusion, the weighted mean was 2.96, which reflects a positive view of how the hybrid work model affects the balance between work and hobbies. The respondents feel that they have increased flexibility, can dedicate time to their favorite hobbies, and efficiently manage work commitments to ensure ample time for their interests.

3.3. The Presentation of Proposed Strategic Time Management Recommendations

The presented strategic time management recommendation will help teachers improve work-life balance in a hybrid work arrangement. The recommendations were proposed or created based on the salient findings of the study.

Salient Findings	Action Steps	Success Indicators
<ul style="list-style-type: none"> Teachers often find themselves working beyond regular hours due to the demands of hybrid teaching (Table 1.a, TA6). 	<ul style="list-style-type: none"> Set defined start and finish hours for tasks. Identify high-priority tasks and concentrate on doing them during specific hours. Allocate specific time slots for different tasks to improve concentration. 	<ul style="list-style-type: none"> Reduced overtime hours worked. Priority tasks should be completed within the specified work hours.
<ul style="list-style-type: none"> Teachers have experienced an increase in their administrative tasks and paperwork associated with teaching (Table 1.b, WM6). 	<ul style="list-style-type: none"> Use tools and technology to automate administrative activities. Delegate duties that do not require the teacher's direct participation. Schedule specified hours to do administrative tasks. 	<ul style="list-style-type: none"> Reduced time spent on administrative tasks. Paperwork completion has become more organized and efficient.
<ul style="list-style-type: none"> Teachers' stress levels have increased due to hybrid work related to teaching responsibilities (Table 1.c, PD6). 	<ul style="list-style-type: none"> Encourage mindfulness exercises or short breaks. Attend training and learn how to take stress-reduction measures. Develop a working culture that places importance on mental health. 	<ul style="list-style-type: none"> Reduced self-reported stress levels. Increased use of available stress-reduction resources.
<ul style="list-style-type: none"> Balancing the needs of in-person and virtual learners in the same lesson is challenging in the hybrid work setup for teachers (Table 1.d, TLP6). 	<ul style="list-style-type: none"> Create unique teaching strategies for in-person and virtual environments. Attend training where you can learn efficient hybrid teaching methods. Create venues for teachers to communicate their effective hybrid teaching techniques. 	<ul style="list-style-type: none"> Positive feedback regarding the ability to balance in-person and virtual teaching. Increased collaboration and knowledge-sharing among the teachers.
<ul style="list-style-type: none"> The hybrid work arrangement negatively affects the quality of time teachers spend with their families, as they also have difficulty balancing work and 	<ul style="list-style-type: none"> Practice different measures that promote a good work-family balance. Provide teachers with materials to help them efficiently manage their 	<ul style="list-style-type: none"> Improved reports on quality time spent with families. Increased satisfaction with work-family balance.

family responsibilities (<i>Table 2.b, QFT1 & GFT2</i>).	responsibilities. • Encourage open communication about how to balance work and family commitments.	
• Teachers find it challenging to maintain a healthy balance of work and socializing with the hybrid work arrangement because it hinders their ability to engage in social interaction (<i>Table 2.c, S11 & S12</i>).	• Include allocated breaks for socializing during the workday. • Organize occasional meetings or activities for staff engagement. • Promote a culture that appreciates and encourages social connections.	• Increased engagement in social events. • Positive response regarding the perceived balance of work and social life.
• Teachers believe that balancing work and hobbies is challenging due to the hybrid work arrangement (<i>Table 2.d, H1 & H2</i>).	• Set aside particular periods to pursue personal hobbies. • Create an environment that values and promotes interest. • Provide information on the most efficient ways to pursue interests.	• Higher levels of satisfaction with the balance between work and leisure. • Personal interests are being pursued more actively.

According to Mehta (2019), time management is a vital component in providing excellent education and addressing the learning needs of all students. To create a successful learning environment, teachers must take steps to appropriately manage their time. It is feasible to meet each student's educational demands by implementing time management solutions. Thus, the presented strategic time management recommendations will help teachers improve work-life balance in a hybrid work arrangement. This is not just to help teachers but also to provide school administrators with such research-based recommendations for time management so they will have a reliable basis to improve policies and legal considerations to help their teachers manage their jobs and promote work-life balance. Teachers can better handle the demands of their professions by correct scheduling, goal setting, prioritizing assignments, managing paperwork, and handling interruptions (Bilbao, 2019). These save them time while maintaining the quality of instruction and service, even in a hybrid work setup. Therefore, Forsyth (2010) said that maintaining a work-life balance is essential for efficiently and successfully managing limited resources and time.

4. CONCLUSION

This study aims to determine the effects of the hybrid work setup of teachers on their professional duties and responsibilities and explore how hybrid work arrangements influence the work-life balance of the respondent teachers. Based on the findings of this study, teachers' experiences with hybrid work arrangements revealed positive feedback on the implementation of hybrid work at their institution, Marymount Academy. Although the results showed highly positive outcomes, the researchers still found seven (7) salient findings that they believed needed to be addressed. These are as follows:

- Teachers often find themselves working beyond regular hours due to the demands of hybrid teaching (*Table 3.1.1, TA6*).
- Teachers have experienced an increase in their administrative tasks and paperwork associated with teaching (*Table 3.1.2, WM6*).
- Teachers' stress levels have increased due to hybrid work related to teaching responsibilities (*Table 3.1.3, PD6*).
- Balancing the needs of in-person and virtual learners in the same lesson is challenging in the hybrid work setup for teachers (*Table 3.1.4, TLP6*).
- The hybrid work arrangement negatively affects the quality of time teachers spend with their families, as they also have difficulty balancing work and family responsibilities (*Table 3.2.2, QFT1 & GFT2*).
- Teachers find it challenging to maintain a healthy balance of work and socializing with the hybrid work arrangement because it hinders their ability to engage in social interaction (*Table 3.2.3, S11 & S12*).
- Teachers believe that balancing work and hobbies is challenging due to the hybrid work arrangement (*Table 3.2.4, H1 & H2*).

These salient findings were utilized as a basis for proposing strategic time management recommendations for teachers to effectively manage their hybrid work experiences and make use of this hybrid work arrangement more efficiently.

5. RECOMMENDATION

Based on the data gathered and conclusions drawn, the following are hereby recommended:

- Develop personalized time management strategies for teachers in a hybrid work setup, emphasizing prioritization and efficiency in the allocation of time to professional tasks and discouraging excessive work beyond regular hours.
- Allocate administrative support staff to assist teachers with paperwork and administrative tasks, allowing teachers to focus more on teaching responsibilities and less on bureaucratic demands.
- Introduced stress management programs, seminars, or professional development sessions tailored to the challenges of hybrid work arrangement, providing teachers with tools and techniques to cope with increased stress levels associated with the demands of a hybrid work setup.
- Provide resources and training sessions specifically focused on effective strategies for balancing the needs of both in-person and virtual learners within the same lesson, ensuring they are well-equipped to navigate the challenges of hybrid teaching efficiently. And implement regular assessments to gauge the effectiveness of hybrid teaching methods to ensure that both in-person and virtual learners are progressing optimally.
- Implement flexible work arrangements to allow teachers more control over time, thereby enhancing the quality of family time.
- Create opportunities for teachers to engage in meaningful social interactions, both within the school community and through online platforms to address the importance of maintaining social connections for overall well-being.
- Establish programs and resources to support the incorporation of hobbies into teachers' professional lives, fostering a more balanced and fulfilling work experience.

6. REFERENCES

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