



Quality of Work-life Balance and Organizational Commitment amidst Covid-19 Pandemic: A Phenomenological Study

Irene A. Detuyatu

Doctor of Philosophy, Graduate Studies, Universidad de Zamboanga, Zamboanga City, Philippines
Email: irene.detuyatu01@deped.gov.ph

ABSTRACT

This study investigates the pandemic-related experiences of the Science teachers in Sangali District of Quadrant 2.1, Zamboanga City. They have discussed their personal experiences with the following issues/problems: first, how do they evaluate the effectiveness of organizational commitment and work-life balance? Second, how do they define the quality of work-life balance and organizational commitment in terms of: a) satisfaction with family and self; b) role overload; c) awareness of work-life balance; d) job satisfaction and environment; e) appreciation of work; third, how do they identify various methods for maintaining the quality of work-life balance and organizational commitment; and fourth, how do they determine the significance of quality work-life balance? It utilized qualitative design specifically phenomenological study among the seven Science teachers. Findings revealed that: (a) the quality of work-life balance and organizational commitment of the participants subjectively during the pandemic were tolerable; (b) they were satisfied with family and self, job satisfaction, environment, and appreciation of work, aware of work-life balance and confirmation of role overload; (c) they were able to maintain the quality of work-life balance and organizational commitment amidst pandemic using time management and prioritizing the task and majority of them prefer either the skeletal workforce alone or a combination of both since they can save on fares and are more flexible and advantageous to them; and (d) they prepared and reproduce of modules, LDMs and monitoring during the pandemic.

Keywords: work-life balance, organizational commitment, alternative work arrangement

1. INTRODUCTION

Human resources are essential for companies and organizations, contributing to their competitiveness by maintaining work-life balance and organizational commitment. Work-life balance involves managing responsibilities and prioritizing tasks, while organizational commitment improves employee quality and productivity. Employees identify with the organization, ensuring they mix well and adhere to ethical expectations. This sense of oneness with the company is crucial for survival, preservation, and growth. As the hospitality industry adapts to external environmental changes, it is essential for human resources to remain adaptable and responsive to these changes. In today's culture, complex duties, chaotic positions, and obligations abound; striking a balance between paid employment and other living activities has become a primary workplace concern (Lockwood, 2003). Organizations have tried to alleviate this tension by creating

work-family policies, since the quality of workers' work lives has become a business concern. Human resource problems are the primary concern in the twenty-first century, given the increase in employment and the complexity of work patterns. In the contemporary age, work-life balance has become a critical organizational problem (Nayeem & Tripathy, 2012). Furthermore, the existence COVID-19 pandemic has caused many negative and drastic changes in contemporary organizations about employees. Human resources management faces the challenge of developing ways to mitigate the negative effects of work during the pandemic. The wellbeing of employees has been impacted by a variety of factors, including feeling threatened, loneliness, working from home, and instability. They present a substantial challenge for managers who must modify management techniques to fit brand-new conditions. For employees to perform effectively, it is also vital to ensure their wellbeing. Work-life balance is a crucial component that must be examined and the development of

additional support plans. Time restrictions have also changed because of the expansion of working hours at home. Employees' mental health suffered because of the disruption to the work-life balance and organizational commitment. High in the recent Air Quality Report is insufficient air monitoring systems.

As employees from diverse businesses struggle to adjust to the new normal while navigating the current social and economic climate and building a sustainable future, the COVID-19 pandemic also placed Alternative Work Arrangements (AWA) into the public eye. The "Revised Guidelines on Alternative Work Arrangement in the Department Of Education During The Period Of State Of National Emergency Due To Covid-19 Pandemic" are adopted by the Department of Education. These rules outline the work schedule for the Department of Education (DepEd) in accordance with Memorandum Circular (CM) No. 10 of the Civil Service Commission (CSC). 2020. Alternative Work Arrangements (AWA) are work arrangements established by the CSC that government organizations, such as the DepEd, may implement alone or collectively during the time of the COVID-19 Pandemic State of National Emergency. These include Work-from-Home, Skeleton Workforce, Four-day (compressed) Workweek, Staggered Working Hours, or Other Alternative Work Arrangements appropriate/applicable to the agency subject to the current community quarantine and the sort of work/job conducted by the employees. All DepEd employees are required to be available during working hours and to put in the maximum number of person-days per workweek toward duties. They are also expected to handle their business with honesty, integrity, and professionalism so that government resources, such as time, money, and resources are employed and used efficiently, honestly, and economically, to avoid wastage of public funds.

This study investigates the pandemic-related experiences of the Science teachers in Sangali District of Quadrant 2.1, Zamboanga City. They have discussed their personal experiences with the following issues/problems: first, how do they evaluate the effectiveness of organizational commitment and work-life balance? Second, how do they define the quality of work-life balance and organizational commitment in terms of: a) satisfaction with family and self; b) role overload; c) awareness of work-life balance; d) job satisfaction and environment; e) appreciation of work; third, how do they identify various methods for maintaining the quality of work-life balance and organizational commitment; and fourth, how do they determine the significance of quality work-life balance?

Numerous issues were faced by the several schools within the Zamboanga City Division, including unfavorable classroom conditions, a shortage of supplies, and inadequate facilities. Before the COVID pandemic ever started, they were sources of stress. However, this fact is not supported by empirical data. In addition, there is a gap in the body of knowledge regarding work-life balance and organizational commitment of Science teachers during COVID-19 because of a lack of research. The COVID-19 pandemic has made it more difficult for science teachers to balance their work and home obligations, as this study explored the concepts of work-life balance. In the Sangali District of Quadrant 2.1, Zamboanga City Division, family conflicts and family-work conflicts are dealt with separately.

1.1 LITERATURE REVIEW

1.1.2 Work-life balance during the Pandemic

One or more days a week, working from home (WFH) as an alternative work arrangement (AWA) is classified as WFH (Hill, Ferris, & Martinsona, 2003). Alternative ways of arranging work have been proposed to provide employees more control over their work schedules, to help them balance work and personal obligations while also reducing the amount of time they spend on the road each day (Felstead & Jewson, 2000).

Aboelmaged and Subbaugh (2012) said that prior to the adoption of COVID-19, AWA was portrayed as a win-win situation for both workers and companies. Several benefits of extending WFH to employers included recruiting and keeping highly competent individuals, increasing employee commitment, and optimizing time and workflow matching.

As part of the covid-19 pandemic research, Afrianty et al. (2021), individual and organizational variables impacting employee digital capabilities and productivity are examined. A survey of academic personnel from 15 East Java faculties was used to obtain data. SmartPLS 2.0 examined 267 completed questions. In this covid-19 epidemic, only an individual's digital orientation had a substantial influence on their digital capacity, which impacted their work-from-home productivity. The results point to the need for institutions to provide more innovative online courses and flexible working choices for faculty.

According to Symonds (2020), 50% of higher education professionals in institutions throughout the world have moved part of their planned courses to online delivery. As the coronavirus continues to spread, this figure is only expected to rise. All of the above groups have had to adapt in a short period of time to the concept of teaching and learning remotely, in many instances without previous experience.

COVID-19 has caused a global pandemic, and teachers are expected to cope with it. Many have found themselves in strange and challenging situations with little notice or preparation. Concerns about their own and others' health, changes in working conditions and threats to their jobs are common. A study by Aperribai and colleagues (2020) examined how teachers' mental health has been impacted by the school lockout. In lockdown circumstances, indoor physical exercise serves as a preventative measure. Teachers have also reported feeling more stressed because of the extra work they had to accomplish during the lockdown.

According to MacIntyre, Gregersen, and Mercer (2020), teaching is one of the most stressful professions, and being an educator adds to the stress. The emergency changeover to AWA teaching has produced a broad number of additional pressures for instructors. It studies the stress and coping strategies of over 600 language instructors from across the world who took an online survey in April 2020. The study looked at stresses and 14 coping styles, approach and avoidant. Teachers were extremely stressed. Psychological well-being is positively associated with proactive coping and negatively associated with reactive coping. However, avoidant coping is exclusively connected with negative outcomes. ANOVA also revealed that whereas approach coping was employed consistently across stress groups, avoidant coping increased with stress, indicating that avoidant coping may have a cost. Analyses of 14 coping techniques revealed a complicated pattern. Avoidance coping tactics are suggested. Talidong

and Toquero conducted a similar study in 2020 where they mentioned that the universal implementation of school closures, quarantine, and social separation affected the teachers. An online poll of Filipino teachers' methods for coping with stress in the wake of the COVID-19 epidemic gathered information. Anxiety may be managed throughout the quarantine period using a variety of strategies, such as gathering knowledge, taking precautions, and using other coping methods. Teachers use virtual learning, connect with colleagues, comply with quarantine rules, and engage in purposeful activities to cope with the country's suspension of national school-related activities brought on by the epidemic, according to the findings of the study.

Another article looks at the possibility of employees working remotely in the event of a pandemic. It also determines whether or not to continue working from home after going back to the regular job. Sex, age, income, the existence of children, and the sector of employment were all important factors in explaining post-pandemic behavioral changes (Barbour, Menon, & Mannering, 2021). Meanwhile, a study conducted by Pacaul, Javier, Bernal, Gaspar, and Gaspar (2020) sought to analyze the policy on Alternative Work Arrangements (AWA) in government offices. The findings have implications for organizations who want to revisit work-from-home policies.

1.1.3 DepEd's Modular Distance Learning (MDL)

The printed modules were rolled out to all schools in the Philippines. Students are provided with the materials and work plans. The distribution is done at least four times for the whole academic year, depending on the school year (DepEd Report, 2020). Teachers will get completed activity papers from parents, according to the same article. They must return the activity papers to their instructors or specified pick-up places. But this configuration is risky. Teachers and parents feared getting the coronavirus by employing the modular learning technique. Although the DepEd stated it will work with local governments to disseminate the learning modules, instructors would still need to pick them up at authorized pick-up places. It requires them to get out and meet their neighbors.

Schools did not conduct periodic assessments to avoid "distance cheating." The Department of Education recognizes the need of periodic assessments in determining students' comprehension of teachings. Summative exercises and performance assignments will be used to measure students' learning progress, officials said. DepEd has switched to remote learning for the next school year. DepEd had previously said that the curriculum for the 2020-2021 school year will remain unchanged. If all eight required core topics are taught, schools are free to decide how many classes they will hold each month (DepEd Report, 2020).

COVID 19 and the delivery of Science as a subject teacher must rethink the educational paradigm to be more student-centered. This demands not just new technologies but also fresh perspectives on educational accomplishment. Science is developing new ways of validation and practice in general. With tremendous developments in video conferencing technology in recent years, present digital learning tools still fall short of aiding instructors in offering rigorous, collaborative problem solving required for all students to build deep Science comprehension (Doucet et al., 2020).

Some educators could not use the restructured curriculum at all. Many schools required weeks to transition to remote learning due to challenges with student access to resources. Many instructors abandoned the standards and substituted worksheets, riddles, and problem-solving tasks. Early in the school shutdown, many instructors were focused more on pupils' well-being than schoolwork.

In the wake of the pandemic, academic institutions were compelled to step up their efforts as both persons and teachers. Science education and research in a linked and computerized world have become more dependent on technology, and teachers are concerned about the impact of the global crisis on these fields. Technology was a major part of their lives prior to the epidemic. It was seen as an excellent bridge between professors and students in the classroom.

Many studies show that artifacts, especially technological artifacts, like instruments, can help students learn about Science topics. In this case, teachers were alone with these artifacts, and the people who could help them were a long way away (Trouche, 2013; Drijvers & Trouche, 2018).

1.1.4 Organizational commitment of Teachers

It focuses on the connection with quality of life by incorporating the organization's aims and values. According to Reihl & Sipple (2016), teacher dedication influences student accomplishment (2016). It contends that the school atmosphere may impact teachers' dedication to their jobs and schools. School atmosphere influences teacher commitment.

Teachers' self-efficacy and overall efficacy were examined in a research study (Hoy & Woolfolk, 2013). Hoy and Sabo (2018) looked at the atmosphere in schools and the key elements of a strong school dedication. Research on health and what sort of atmosphere fosters trust in a school has been done.

Additionally, the features of a school might impact a student's degree of dedication (Riehl & Sipple, 2016). Teachers are more likely to adhere to the school's values and goals when they have the backing of the administration. Professional commitment is greater among teachers who work in an ordered school. Teachers' autonomy in the classroom is another quality connected with dedication. Singh and Billingsley (2018) likewise mentioned that the support of colleagues strengthens the commitment of teachers.

Working environments affect teacher dedication and organizational qualities, according to Firestone & Pennell (2013). A teacher's commitment is influenced by their peers, their efficacy as a teacher, and their support from administrators (Chan et al., 2018; Riehl & Sipple, 2016).

There is strong evidence that the qualities of the organization have an impact on the level of commitment, with school environment factors serving as a good indication. However, little study has been done on the causes of commitment and the effect of the organizational environment (Riehl & Sipple, 2016).

When a school's administrator is supportive, teachers are more likely to stick around for the long-run and can carry out their responsibilities in the classroom. The value of a positive school atmosphere and a high level of teacher dedication have been established in this research study. The relationship between school atmosphere and teacher dedication has yet to be fully explored in research on the subject.

Several different factors have been used to examine the subject of commitment. Organizational features have been used to study commitment (Glisson & Durick, 2018). Teachers' dedication has been examined at different points in their careers (Rosenholtz & Simpson, 2009). Firestone and Pennell (2013) looked at a variety of incentive schemes, including meritorious pay, career advancements, educational rewards, and mentorship programs. The organizational features of teacher commitment have been examined in research (Riehl & Sipple, 2016).

Teachers are more likely to stay at a school if their principals have a positive impact on them. Teachers who get social and resource support from their principals are more likely to stay. Over-control (OC) principals upset educators and reduce their commitment, according to Tarter et al.'s (2019) study. When the COVID-19 pandemic struck, Chanana (2021) studied the degree of organizational commitment and job satisfaction among male and female private school instructors working throughout the epidemic. During this difficult pandemic circumstance, results show that female instructors are more dedicated than male teachers.

Another study looks on how instructors' OC influences their emotional labor (EL) and work engagement (WE). The study's participants were from Sakarya, Turkey's educational community. The survey found that teachers' opinions about EL, OC, and WE are typically favorable. The parameters analyzed also have statistically significant positive relationships. Teachers' EL reflects their OC and WE. The OC also symbolizes WE and operates as an EL-WE bridge (Gozde, Mustafa, & Ibrahim, 2021).

The theory that supports work-life balance is essential to understanding the predictive variables, whether they are employee engagement, personality, organizational climate, or family roles. Increased work performance is one benefit of promoting work-life balance inside a company. To understand the theory, it is necessary to become familiar with the theory itself.

Changing workplace and work habits, as well as COVID-19 dangers, put the health and safety of employees at risk. No difference should be made between the direct health hazards associated with COVID-19 and the economic ramifications of those risks. A wide variety of economic, social, and psychological dangers seem to be posed to workers because of COVID-19; furthermore, research on earlier economic contractions suggests that some of these risks may have serious and even deadly health repercussions for workers themselves. The main aim of the study, according to the researcher, is to uncover the science teachers' work-life balance. Otherwise, the employee's personal and professional lives may meet somewhere in the middle, leading both to suffer from the collision.

2. METHODOLOGY

The research process begins with the activity of identifying the problem at the workplace during COVID-19 pandemic that will be used as a research location, the formulation of the problem identified, the preparation of the theoretical basis that strengthens the foundation in variables, the preparation of methods in data collection, the preparation of instruments, until the determination of statistical testing techniques used. In the preparation of this study, researchers used a

phenomenological analysis method. Neubauer, Witkop, and Varpio (2019) highlighted that phenomenological analysis is well suited to addressing the interpretations and viewpoints at play in this research. It is primarily concerned with "how daily, the intersubjective world is constituted" from the participants' vantage points (Bu, Shaofan, & David Paré, 2018). Creswell as cited by Frechette and colleagues (2020) argue further that a research challenge calls for a thorough comprehension of human experiences shared by a group as the best criteria for determining the usage of phenomenology. Given the importance of being able to explain one's lived experiences, the author argued that the number of participants in the study should be kept small. When participants' life experiences varied widely, it was challenging for the researcher to identify common threads and discover universal interpretations of the event under study.

The approach taken in this research is a qualitative approach. The total population used in this study was all Science teachers of Sangali National High School numbered 7 people. In this research, data collection was carried out as follows: first, prepared interview guide questions (In-Depth Interview Guide Questions (IDIGQ) which was evaluated by the course professor. Then, all the suggestions were integrated into the final copy of the interview guide questions before the scheduled IDIs; second, informed consent were obtained prior to the interview; third, informed participants about the study objectives; fourth, face-to-face interviews provided the primary method of data collection with the selected teachers comprising the primary source of data. Several interviews were conducted until saturation of information was reached. All the suggestions and revision were integrated in the final guide questions; and fifth, documentation. Phenomenological data analysis proceeded through the technique of reduction, the investigation of particular words, phrases, sentences, and themes, and a quest for all possible interpretations. The researcher was required to set aside all prejudgments, bracketing his or her experiences as emphasized by Creswell (1998).

3. RESULTS AND DISCUSSION

The researcher presented the results of the study from the responses of the participating Science teachers. It is arranged based on the four objectives of the study.

3.1 Quality of Work-Life Balance and Organizational Commitment during the pandemic

Modernization of work and non-work lives, according to research, has made it challenging for women to juggle main caregiving obligations with an academic career (Conley & Jenkins, 2011). Until then, it is difficult to assess how much of an effect COVID-19 has had on the traditional 8-to-5 schedule.

The daily lives of employees and their families all around the world have been affected by the global COVID-19 pandemic in a variety of ways. The 'new normal' is influencing practically every facet of family life right now. Many working parents struggle to maintain a healthy work-life balance, and they frequently express a need for more support (Irawanto et al., 2021).

Science Teacher No. 1 and 2 narrated: *"We are doing good, still alive and kicking despite the many workloads that we have and many school tasks that need to be done. Life has never been easy as it is since the start*

of the pandemic, but I am personally hanging onto the idea that one day this crisis will end, and things will get better, especially at work."

Employees, as stated by Skinner and Pocock (2008) and Sturges (2012), aim for a harmony between their work and personal lives. Moreover, the quality of life for both individuals and their families can be greatly improved by striking a balance between work and family obligations (Godin, 2011). Negative health consequences are more likely to occur in people who have a poor work-life balance (Choi, Vickers, & Tassone, 2014).

Science Teacher No. 5, 6, and 7 narrated: "At present we can say that we are doing well, I am good despite the many struggles. There are stresses that come our way but we were able to survive; we were able to solve or cope with whatever challenges that came our way."

A work-family conflict arises when one's job causes one to spend too much time away from home or to put too much emotional and mental strain on oneself, while a family-work conflict arises when one's personal obligations at home begin to intrude on one's professional obligations (Netemeyer et al., 1996).

Science Teacher No.3 and 4 claimed: "During the pandemic it was chaotic, but we are fine now but there are times we feel exhausted and stress because of work. I'm not only a teacher but also a wife, I must divide my time."

When one feels balanced, there may be favorable benefits in both the job and family realms. Moreover, teachers' capacity to balance work and life domains fosters psychological well-being, which improves their personal and professional lives (Johari et al., 2018).

3.1.2 Role overload

Consequences of role overload include stress and burnout (Glazer & Beehr, 2005), the desire to leave the company (Jensen et al., 2013), a loss of loyalty to the company, and subpar output at work (Fisher, 2014).

Science teacher No. 1 and 2 underscored that: "Since the pandemic, people were saying that teachers were still receiving salaries even though we are not doing anything. However, they do not know nor understand that there were many things to do during the pandemic than before the pandemic."

Anxiety and sadness are just two of the more serious mental health problems that can result from taking on too many responsibilities at once (Mazzola & Disselhorst, 2019; Beehr et al., 2000). Therefore, role overload may serve as a barrier stressor that causes mental strain, which in turn hinders productivity at work (LePine et al., 2005).

Science teacher No. 3 and 5 added that: "The work that we are doing in school is more rigid and loaded and we have to practice time management so that we can fulfill all our duties in school. Some of us have 5 teaching loads. This role overload, sometimes, leads us to have this feeling of stress, anxiety, and frustrations."

The notion that one's professional position expectations exceed one's capacity to meet such needs is a unique cause of stress known as "role overload" (Eatough et al., 2011). Because of this, role overload can result in diminished resources, which can be analyzed using the concept of diminishing returns. According to the Conservation of Resources (COR) theory, people try to protect, expand, and protect their resources, and stress results from the loss of these things, both real and perceived (Hobfoll, 2001).

Science teacher No. 4 divulged: "The vulnerable group such as those immunocompromised and the senior citizens are exempted from reporting so we performed the tasks that they were supposed to do and there are times we could not do it perfectly."

Burke and Peter (2018) defined work overload as when an individual has too many role statuses such as parents, student, child, friend, spouse, worker and community leader, making it difficult to meet the demands of each status to the satisfaction of all the role partners and the satisfaction of self.

Science teacher No. 6 and 7 revealed that: "In terms of role overload, we just have to do our job, accordingly. We can also do more than what we can give, as long as it will not strain us. Maybe before, it was just focusing on the modules. Now it includes preparation for the face to face new normal."

3.1.3 Awareness on Work-Life Balance

Kalliath (2008) tries to pin down the concept of work-life balance by narrowing its scope. The concept of work-life balance was defined by the author as "the degree to which one feels that one's work and non-work activities are complementary to one another and foster development in light of one's current life objectives."

Science teacher No. 1 and 2 narrated: "We are trying my best to balance everything that we do. We always follow the instructions of my superior at work. We make it a point to balance work and personal life particularly when we need to rest and recharge. Because it is through this way that we are able to regain our strength and become more motivated with work."

Internal pressure originating from one's own degree of motivation also plays a role in defining one's work-life balance, in addition to the external pressure imposed by one's employer (Kalliath, 2008). Simply put, work-life balance refers to an individual's sense of contentment in their ability to juggle many commitments in a way that benefits both themselves and those they care about most.

Science teacher No. 3, 4, and 5 divulged that: "We are aware of the importance of a balanced work and family life. During the pandemic we have double roles to play. We have to work with the modular and in preparing face to face in the new normal. We are still conscious of what we were doing. We are still aware of everything that is happening to us and to our lives and work."

Similarly, work-life balance has been defined as a state in which employees' experience less stress (Eriksson et al., 2017). Having a preference for the current role's salience is another crucial aspect of work-life harmony. Work-life balance (Kalliath, 2008) takes into account both work and non-work activities, as well as the individual's preference of both, because these factors affect one's level of energy. When playing a character with low salience, fatigue is an obvious possibility for the actor. To that end, people are more inclined to get involved if they play a role that has a lot of perceived importance.

Science teacher No. 6 and 7 stressed: "For awareness and work-life balance, yes, I am aware about my work-life balance because accordingly you have to balance your work and of course make sure that you still have your "me time" or your life as what we are ought to. We have to balance our work and family life if we want to be satisfied and happy."

3.1.4 Job satisfaction and Environment

According to Hancer and George (2003), there may be a connection between happy workers and happy customers, and that connection

might be uncovered by correlating employee satisfaction with customer satisfaction.

Science teacher No.1 and 2 narrated: *"We are no longer satisfied with our work because we feel teachers are always the front runners of doing many other things other than teaching. There are so many extracurricular activities other than the sole or primary responsibility which is to teach. Despite the challenges and struggles involved in teaching in the new normal, we still try to do good in our work because it is our obligation to do so. In our job, it's alright we were able to do our tasks."*

Numerous studies on the topic of quality of working life have yielded findings that indicate a correlation between that concept and several organizational factors, including job satisfaction. Satisfaction in one's career has been characterized as one's "concept, perception, and positive attitudes and emotions about one's employment," all of which are influenced by several elements such as one's physical workplace, the structure of their organization, and the quality of employees. (Mirkamali & Narenji Sani, 2008).

Science teacher No. 3 and 4 exclaimed: *"Yes, we are satisfied. We also must see the good side during this pandemic. In terms of job satisfaction, we were comfortable particularly during the skeletal type of work. When we are exhausted, we can rest anytime. Unlike in school, we seldom take breaks. There is no 100% satisfaction in terms of work; however, we have restrictions due to the situation which makes satisfaction limited."*

The goal of focusing on workers' quality of life is to increase their contentment in their jobs and aid businesses in recruiting and retaining the best employees. One of the most influential aspects of human motivation and job happiness is the quality of life at the workplace (Royuela, Jordi, & Jourdi, 2009).

Meanwhile, Science teacher NO. 5 revealed: *"For job satisfaction, we have to create and maintain job satisfaction because it is very important for us, since it gives us impact for the survival especially here in school or the organization and of course, when we are satisfied it will also give positive influence on the school and other organizations that exists and regards with the environment of course, it will really help a lot when the environment is conducive."*

According to Vyas and Shrivastava (2017), the significance of these elements on firms and the success of attempts to increase employee engagement and consumer loyalty makes their understanding crucial. To foster a safe environment for all employees, it is important to ensure that their daily lives are balanced.

However, Science teacher No. 6 and 7 divulged: *"Make sure it is positive. Thus, cramming becomes less likely to happen. So, because of the pandemic our work increased tremendously. Some of us really get exhausted, stressed and some of us are less likely to involve ourselves in lousy events. Job is fine but the work environment is very limited, so we need to adjust."*

Workers' life balance (WLB) is the ongoing challenge of balancing one's job, personal, and societal responsibilities, and obligations. In addition, it's important to consider the employees' actual experiences, which include everything from significant marks and personal contacts to infrastructure, physical labor, environmental consciousness, and interpersonal engagement.

3.1.5 Appreciation of Work

A survey on productivity in the workplace discovered more than 35% of workers say they are not being appreciated is the single biggest factor preventing them from giving their all at work. Employees believe that receiving awards and acknowledgment for their efforts at work boosts morale and, in turn, increases their output (Filimonau, Derqui, & Matute, 2020).

Thus, Science teacher No. 1, 2, 3,4, 5, and 7 highlighted: *"We were able to appreciate our work. We feel blessed that we have a job while others are not so lucky. We appreciate it in a way that at the end of the day we are still a contributory factor in improving the group of our learners so it's one way that we are appreciative as a teacher. We truly appreciate our work but there are times the load is so heavy already."*

According to an article by Bai and Liu (2018), if an employee is feeling unappreciated, they will not be motivated to give out the best. Organizational efforts to show employees they care about them and value what they do for the company should not be discounted.

A statement from Science teacher No. 6 represented this perspective: *"We are lucky as government employees since we are not affected during this pandemic while others it is no work, no pay scheme."*

3.2 Ways to Maintain the Quality of Work-Life Balance and Organizational Amidst Covid-19 Pandemic

3.2.1 Alternative Work Arrangement (AWA)

Many employees such as teachers all across the world had to do remote work due to the COVID-19 emergency. At first, it seemed like working from home was going to be a great way to improve work-life harmony (Johnson, Chang, & Yang, 2010).

Science teacher No. 1 and 2 claimed: *"For us, it is alright to have AWA since we can save up on fares. We will prioritize our work so that we can feed our family. So for the AWA or the Alternative Work Arrangement is advantageous because things become more flexible with this arrangement; however because of the nature of work we cannot really avoid not to be reporting physically in working station because of call of duty so even if we are work-from-home from time to time we are being called we have to come."*

Negative tendencies, such as employees always being reachable by phone or email and increased stress levels due to factors like job insecurity and time away from work spent with loved ones, emerged over time. The issue of work-life balance has been further complicated by the fact that many businesses and individuals were unprepared for the abrupt shift (Maxwell et al., 2007).

Science No.3 highlighted: *"In the previous year, we only utilized modules. So, for a certain week, meet the parents, then give them instructions and then receive the modules, give them to the parents, then they return them back with answers; we do report at some weeks. So, in some weeks we work and other weeks we also do our work at home but with no pressure."*

Science teacher No. 4 and 5 underscored that: *"There are times AWA is good but sometimes we cannot finish all our jobs so we compromise. There is this negative and positive impact. Somehow, this AWA as a positive impact there is this time, a lot of time to prepare for work since it is not every day just like before that we are working. So, we have a lot of time to prepare to be ready for whatever your work is asking for; but at the same time, there is this negative effect because there is no continuation of what we are doing."*

Many studies have indicated that allowing employees some leeway in their schedules leads to greater organizational commitment (Maxwell et al., 2007). As flexible work has been proposed as a strategy for boosting employee dedication to their organizations, it has attracted the attention of academics that are eager to learn more about its effects (Dex & Smith, 2002; Harris & Foster, 2005).

Science teacher No. 6 and 7 added that: *“For us, area of work arrangements really affect the quality of work-life balance and organizational commitment because at some point, teachers like us tend to love work from home arrangements since we only allow to be at home doing our work loads and other advisory work while doing also our household chores which is good. However, the environment is not conducive for working, which means it is less productive or less job satisfaction. AWA is better since I can stay at home and do my job without being absent.”*

3.2. 2 Flexible Work Schedule

The term "workplace flexibility" refers to workers' freedom to alter how much, when, and where they do their duties (Hill et al., 2008). Such adaptable policies are now commonplace in businesses and are frequently implemented as part of HR initiatives to entice, inspire, and keep top employees (Hill et al., 2008). The government also encourages many businesses to provide their employees with adaptable schedules and work environments, such as flexi-hours, remote or alternative work locations, and reduced or alternative work weeks. As a result, more and more businesses are providing their staff with flexible work schedules (Hogarth et al., 2000).

Due to the pandemic, working from home became mandatory. It is expected that this worldwide employment trend would persist long after the pandemic has finished. This change has had far-reaching effects on the dynamic between employees and employers, as well as on the very structure of businesses themselves (Salami, 2020).

Science teacher No. 1 and 2 divulged: *“Skeletal workforce is more effective for me since there are some work that cannot be done at home like class observation. It is a better choice since we can also perform our tasks as mothers.”*

Some have suggested that allowing people to work from home would help them achieve a better work-life balance, as it would allow them to be there for their families while still earning a living (Ammons & Markham 2004; Johnson et al. 2007).

Science teacher No. 3 and 4 revealed that: *“Skeletal workforce arrangement is more effective because we are already in the campus so there's no need to travel to meet with the parents and submit all the papers. During AWA sometimes we cannot do the work because there are responsibilities in the house too.”*

There are potential benefits and drawbacks to the work-from-home policy that should be weighed. The benefits of working remotely include increased personal well-being (Azarbouyeh & Jalali Naini, 2014), job satisfaction (Kazekami, 2020), and the freedom to explore new ideas that can spark innovation.

Science teacher No. 5 divulged that: *“The two are actually a good combination. There will be time working from home and of course for physical reporting to balance or to make sure that all work is finished on time or on due time.”*

The advantages of a flexible work schedule include higher employee satisfaction, less expenses for child care, increased productivity, and a more positive work atmosphere. However, the disadvantages include less effective communication, less teamwork, and occasionally less time spent with family (Dockery & Bawa, 2020).

Science teacher No. 6 and 7 stressed: *“Actually, when it comes to effectiveness, both for me...both arrangements really...are not that effective. Although for me, in terms of work it's okay for me to adopt the skeletal because I can focus on my work because I am in school. Unlike working from home, there is no time for work.”*

3.3 Significance of Quality Work-Life Balance and Organizational Commitment to Work Assignment

3.3.1 Tasks and Responsibilities

The COVID-19 emergency forced academic institutions to work harder as people and as instructors. Teachers feel that the global crisis compels them to consider mathematics instruction and research implications in a linked and technological society. Preparing for the pandemic, they utilized a lot of technology, believing it was an excellent mediator of mathematical instruction between teachers and students (Bartolini-Bussi & Mariotti, 20220).

Science teacher No. 1, 4, and 7 mentioned: *“It includes preparation of modules, then LDM, plus class monitoring. Monitoring of students by calling or texting them and then asking the parents for updates regarding their children.”*

Several learning modalities are needed to accommodate unequal access to technology for the Home Learning Modalities Matrix (low or no-tech). The breadth of technological reach is essential for planning and prioritizing (Dreeseni et al., 2020). These data should be included in a national plan or strategy for education response and school closure continuity. In Bangladesh, just 6% of school-aged children in the poorest quintile have a television, yet 92% have a mobile phone (Bangladesh Multiple Indicator Cluster Survey, 2019). Science teacher 2 observed that: *“Even though there are no face-to-face classes there are still plenty of tasks aside from the usual work that I have as an adviser so I am also engaged or involved in performing other tasks. In a week, we are submitting reports like classroom monitoring, the LDM Feedback Report that is the one we submit to our GLC.”*

According to DepEd's National Learner Enrollment and Survey Forms (LESFs), 22.2 million students out of the 8.8 million opted for modular distance education, 3.9 million preferred blended learning, 3.8 of them preferred online learning, while 1.4 million and 900,000 participants, respectively, preferred television- and radio-based learning (Quinones, 2020).

Science teacher No. 4 and 6 mentioned: *“Every other week we submit reports. There were times we reproduced learning materials and then sorted them out. Then the next week we focused on distribution and retrieval from the parents. Then after that we do reports like the LDM, the monitoring and sometimes do enhancement too.”*

The teacher must monitor student development. It is possible to contact the instructor by email or instant messaging. Teachers must assist students at home (Llego, 2020). Teachers or local authorities will distribute modules to students and parents. These days, parents

are educators' collaborators. Parents Are crucial home-makers. Lessons are linked and guide the child (FlipScience, 2020). Quality education is critical during an outbreak.

Science teacher No. 5 added: *"The only difference of this no face-to-face and with face-to-face that we had is there are so many paperwork to prepare but sometimes I am already confused with what to do first, just like the preparation of SLM, the modules, the sorting and so many other things."*

3.3.2 Satisfaction with Family and Self

Finding a healthy work-life balance is a struggle for all employees. Employers and employees' loved ones benefit greatly when workers can successfully juggle their professional and personal lives. Having a healthy work-life balance doesn't just mean clocking in and clocking out at the same time every day; it also means having the freedom to advance professionally without sacrificing time with loved ones (Irawanto, Novianti, & Roz, 2021).

Meanwhile, Science teacher No. 1, 2, and 4 gave importance to the QWL by saying: *"Time management is the answer. Prioritize what to do first. As much as possible we avoid doing or bringing work at home. So we get to spend time with our families and be able to rest. It's one way of recharging so that at the end of the week or for the following day we are ready for the task that lies ahead. Time management so that the quality of work will not be compromised. Budgeting of time, maybe."*

Time management is defined by Aeon and Aguinis (2017) as the process through which an individual determines how to allocate, monitor, and adjust their time in response to varying demands. This idea is expressed by Claessens et al. (2007) as a synthesis of planning, monitoring, and valuing one's time to achieve one's goals. On the other hand, according to Koch and Kleinmann (2002), time management is "the deliberate, self-directed effort by an individual to make effective use of time for a specific purpose."

Science teacher No. 3 and 5 exclaimed: *"We tried to balance the work and life, work in the school and house life. A certain appreciation on our commitment, on prioritizing what is important, and what is more important at the moment."*

Establishing a balance between a teacher's work and their personal life is essential for achieving the desired outcomes relevant to personal life. This is due to the fact that achieving this balance has been shown to have positive effects on individuals' job satisfaction, organizational commitment, life satisfaction, and performance (Cohen & Liani, 2009; Pekdemir & Koco-lu-Sazkaya, 2014).

Science teacher No. 6 and 7 revealed: *"Just focus on your goals, then there should be time management and you have to make yourself always ready with any changes that will happen to your workplace because changes now are very normal. All of us need time management. Just always do our tasks ahead of time to avoid cramming. That's all."*

3.3.3 Successful Performance

Due to the unanticipated impact of the COVID-19 epidemic on the education system around the world, both students and teachers have been compelled to transition to a style that centers on online teaching and learning. Both instructors and students were required to progressively adjust to the new digital educational platform, which posed a significant obstacle for all of the involved parties. Without a doubt, the transition to online teaching in the midst of the COVID-19 epidemic or the existing model for half-virtual education will bring

about shifts in professional roles, adjustments in job satisfaction, and new prerequisites for instructors' levels of digital literacy (Sanchez-Cruzado et al, 2021).

Science teacher No. 1 and 2 narrated: *"Yes, we can still perform all tasks particularly when our schedule is not too loaded. It is our primary obligation to do so; we are being tapped by our superior to perform since we are capable enough and we do not want to disappoint them and most of all we also do not want to put ourselves into shame."*

Nwangwa (2021) emphasized that this global crisis, with all its devastating effects, has also provided a unique opportunity for education. Educational systems, policymakers, educators, learners, and families are all showing their resilience and flexibility.

Science teacher No. 3 and 4 stated that: *"Yes, because we do not have any choice. Through the help of technology, we were able to do all our tasks including the motivation we get from our surroundings."*

Jandricc, Bozkurt, McKee, and Hayes (2021) mentioned that the global epidemic has altered two fundamental elements. First, pedagogical adjustments have been shown to be crucial, as typical in-person models of teaching do not transfer to a distance learning setting. Teachers need to modify their methods and come up with novel ways to keep students interested in their lessons regardless of the delivery medium such as radio, television, mobile devices, online platforms, among others because every home has essentially become a classroom, and often one that is not conducive to learning.

Thus Science teacher No. 5, 6, and 7 highlighted: *"We can say we were able to perform all our tasks and responsibilities on time, successfully. We follow the schedule of activities leniently. We did our best. We performed our tasks and responsibilities successfully plus the fact that all of the teachers, the parents, and students cooperated very well."*

3.3.4 Importance to Work Assignment

Employee dedication and a healthy work-life balance are critical to the success of any business and any household. Workplace stress is a major contributor to low morale, lack of dedication to the company, and an unsustainable work-life balance (Kossek, 2005; Bragger et. al., 2005).

Science teacher No. 1, 3, and 2 represented this perspective: *"Yes since if we don't have balance in our work life and commitment to our organization we cannot perform the assigned tasks with quality. It is important because as a teacher we will be motivated and inspired more when we have a healthy working environment that causes less stress and less pressure. Not necessarily stress free and no stress."*

In the same way, schools may benefit from developing work-life balance in their personnel. Workers are more likely to be satisfied with their work-life balance if the methods they use to strike a balance between work and personal life are consistent with the values of their employer (Kossek et al., 2010). This may contribute to their capacity to limit work-family conflict.

Science teacher No. 4 and 5 expressed this viewpoint: *"Definitely yes because they are both important to people, especially to teachers. We really need work-life balance so that the quality of both work in school and at home will not be compromised."*

Godin (2011) does a similar investigation into how personality and work environment fit together, this time looking at how certain companies actively fight against a healthy work-life balance.

Alignment between an organization's level of segmentation or integration and an employee's own ideals appears to have a good influence.

Science teacher No. 6 and 7 stated: *"It is really important especially in work because this enables us to do something more, to make the task or responsibility, to level up. So, this is really important when it comes to life. Also, it should be really balanced with the work. Organizational commitment, yes, we should be committed with whatever organization that we are into and to do the responsibility as well."*

In the past, it was common practice to value work-life balance for both employees and employers. As an example, Grawitch et al. (2007) found that employees' satisfaction with their participation in work-related decision making moderated the connection between other healthy workplace practices and the outcomes of organizational commitment and emotional tiredness.

Science teacher No. 6 and 7 stated that: *"Yes, because it will help us achieve our goals without compromising quality or work. It is very important if we want quality work and family life."*

Table 1. Themes With Its Cluster Of Meaning Units and Description

Objective	Theme	Meaning Units	Description
1	Life during the pandemic	Challenging for women to juggle main caregiving obligations with an academic career.	The life of the Science teachers has been affected by the COVID-19 pandemic. They struggle to maintain a healthy work-life balance.
	Role Overload	When an individual has too many role statuses such as parents, student, child, friend, spouse, worker and community leader, making it difficult to meet the demands of each status to the satisfaction of all the role partners and the satisfaction of self.	Role overload may serve as a barrier stressor that causes mental strain, which in turn hinders productivity at work.

Awareness on Work -Life Balance
 When an individual's sense of contentment in their ability to juggle many commitments in a way that benefits both themselves and those they care about most.
 It refers to the degree to which one feels that one's work and non-work activities are complementary to one another and foster development in light of one's current life objectives.

Appreciation of Work
 Receiving awards and acknowledgment for their efforts at work boosts morale and, in turn, increases their output.
 Organizational efforts to show employees they care about them and value what they do for the company should not be discounted.

2

Alternative Work Arrangement (AWA)
 Allowing employees some leeway in their schedules leads to greater organizational commitment.
 Many employees such as teachers all across the world had to do remote work due to the COVID-19 emergency.

Flexible Work Schedule
 Encouraging many businesses to provide their employees with adaptable schedules and work environments, such as flexi-hours, remote or alternative work locations, and reduced or alternative work weeks
 Workplace flexibility refers to workers' freedom to alter how much, when, and where they do their duties.

3

Tasks and Responsibilities
 Monitoring student development through assisting students at home and distributing modules to students and parents since it is possible to contact the instructor by email or instant messaging.
 The COVID-19 emergency forced academic institutions to work harder as people and as instructors.

Successful Performance	Modifying teaching methods and coming up with novel ways to keep students interested in their lessons regardless of the delivery medium such as radio, television, mobile devices, online platforms, among others because every home has essentially become a classroom, and often one that is not conducive to learning.	Transition to online teaching in the midst of the COVID-19 epidemic or the existing model for half-virtual education will bring about shifts in professional roles, adjustments in job satisfaction, and new prerequisites for instructors' levels of digital literacy.
Importance to Work Assignment	Aligning the organization's level of segmentation or integration and the employee's own ideals appears to have a good influence.	Workers are more likely to be satisfied with their work-life balance if the methods they use to strike a balance between work and personal life are consistent with the values of their employer.

demonstrating the resilience and adaptability of teachers during this challenging time.

Acknowledgments

The author of this research expresses her sincerest appreciation and heartfelt gratitude to the people who helped and guided her to make this research prolific and successful, especially to the author's thesis adviser, the panelists, her parents, siblings, and friends.

REFERENCES

- Syrek, C., Kühnel, J., Vahle-Hinz, T., & de Bloom, J. (2022). Being an accountant, cook, entertainer and teacher-all at the same time: Changes in employees' work and work-related well-being during the coronavirus (COVID-19) pandemic. *International Journal of Psychology*, 57(1), 20-32. <https://doi.org/10.1002/ijop.12761>.
- Angayarkanni, R. (2021). Work life balance among female teachers: Exploring the factors and challenges. *Psychology and Education Journal*, 58(3), 10837-10843. <https://doi.org/10.17762/pae.v58i2.4076>
- Irawanto, D. W., Novianti, K. R., & Roz, K. (2021). Work from home: Measuring satisfaction between work-life balance and work stress during the COVID-19 pandemic in Indonesia. *Economies*, 9(3), 1-13. <https://doi.org/10.3390/economies9030096>.
- Nwangwa, K. C. (2021). Impact of COVID-19 on Work-life balance and productivity of lecturers in private universities in Nigeria. *J Adv Educ Philos*, 5(5), 120-124. doi: 10.36348/jaep.2021.v05i05.001
- Rawal, D. M. (2021). Work life balance among female school teachers [k-12] delivering online curriculum in Noida [India] during COVID: Empirical study. *Management in Education*, 1-9. <https://doi.org/10.1177/0892020621994303>
- Sanchez-Cruzado, C., Campion, R.S., & Sanchez-Compa, M.T. (2021). Teacher digital literacy: The indisputable challenge after COVID-19. *Sustainability*, 13, 1858.
- Athar, H. S. (2020). The Influence of Organizational Culture on Organizational Commitment Post Pandemic Covid-19. *International Journal of Multicultural and Multireligious Understanding*, 7(5), 148-157.
- Dockery, M., & Bawa, S. (2020). Working from home in the Covid-19 lockdown. Bankwest Curtin Economics Centre Research Brief Covid-19, 19, 1-5. https://bcec.edu.au/assets/2020/05/BCECCOVID19-Brief-4_Working-from-home.pdf
- Filimonau, V., Derqui, B., & Matute, J. (2020). The COVID-19 pandemic and organizational commitment of senior hotel managers. *International Journal of Hospitality Management*, 91, 102659
- Frechette, J., Bitzas, V., Aubry, M., Kilpatrick, K., & Lavoie-Tremblay, M. (2020). Capturing Lived Experience: Methodological Considerations for Interpretive Phenomenological Inquiry. *International Journal of Qualitative Methods*, 19. <https://doi.org/10.1177/1609406920907254>

Table 1 shows themes with meaning units and descriptions, revealing tolerable work-life balance and organizational commitment during the pandemic. Employees were satisfied with family, job satisfaction, and work, aware of role overload. They maintained balance using time management and prioritizing tasks, preferring a skeletal workforce or a combination for flexibility and cost savings. They prepared modules, LDMS, and monitored during the pandemic both since they can save on fares and are more flexible and advantageous to them; and they prepared and reproduced modules, LDMS and monitoring during the pandemic.

4. CONCLUSION

The quality of work-life balance and organizational commitment of participants during the COVID-19 pandemic, they experienced workload and stress, but managed to balance their teaching and household roles. They experienced satisfaction with family and self, despite role overload and increased stress. They were aware of the importance of work-life balance and appreciated their jobs. They used Alternative Work Arrangements (AWA) to maintain balance and organizational commitment, and prepared modules, LDMS, and monitoring using technology and stakeholder cooperation.

5. RECOMMENDATION

The researcher recommends that participants were aware of the importance of work-life balance and commitment during the pandemic,

- Salami, S.O. (2020). Demographic and psychological factors predicting organizational commitment among industrial workers. *Anthropologist*, 10(1), 31-38.
- Uslu, S. (2020). İlkokul sınıf öğretmenlerinin iş-yaşam dengesini açıklayan olgular üzerine nitel bir araştırma. *Yönetim ve Organizasyonları Dergisi*, 5(1), 35-64. https://www.researchgate.net/profile/Serdar-Uslu2/publication/351943454_Ilkokul_Sinif_Ogretmenlerinin_Is_Yasam_Dengesini_Aciklayan_Olgular_Uzerine_Nitel_Bir_Arastirma/links/60b1196c92851cd0d_9809e6b/Ilkokul-Sinif-Ogretmenlerinin-Is-Yasam-Dengesini-Aciklayan-Olgular-Uzerine-Nitel-Bir-Arastirma.pdf
- Bangladesh Multiple Indicator Cluster Survey (MICS6) (2019). Survey Finding Report. Retrieved from https://mics-surveys-prod.s3.amazonaws.com/MICS6/South%20Asia/Bangladesh/2019/Survey%20findings/Bangladesh%202019%20MICS%20Survey%20Findings_English.pdf.
- Mazzola, J. J., & Disselhorst, R. (2019). Should we be “challenging” employees? a critical review and meta-analysis of the challenge-hindrance model of stress. *J. Organ. Behav.* 40, 949–961. doi: 10.1002/job.2412
- Neubauer, B.E., Witkop, C.T. & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspect Med Educ* 8, 90–97. <https://doi.org/10.1007/s40037-019-0509-2>
- Bai, J., & Liu, J. (2018). A study on the influence of career growth on work engagement among new generation employees. *Open Journal of Business and Management*, 6(02), 300.
- Bu, Shaofan, & David Paré. (2018). A Hermeneutic Phenomenological Exploration of Counsellors' Practice of Mindful Acceptance. *Canadian Journal of Counselling and Psychotherapy (Online)*, 52(2), 140.
- Burke, S.A., & Peter, N. (2018). The influence of work life balance and job satisfaction on organizational commitment of healthcare employees“. *International journal of Human Resource Studies*, 4(2), 18-24.
- Ishak, SID, Razak, NA, Hussin, H, Fhiri, NS, & Ishak, AS (2018). *A Literature Review on Quality Teacher's Working Life*. MATEC Web of Conferences 150, 05094. <https://doi.org/10.1051/mateconf/201815005094> MUCET 2017
- Jandricc, P., Bozkurt, A., McKee, M., & Hayes, S. (2021). Teaching in the age of Covid-19 - A Longitudinal study. *Postdigit Science Education*, 3, 743–770. <https://doi.org/10.1007/s42438-021-00252-6>
- Johari, J., Yean Tan, F., & Tjik Zulkarnain, Z. I. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 32(1), 107–120. <https://doi.org/10.1108/IJEM-10-2016-0226>
- Vives, A., Gray, N., González, F., & Molina, A. (2018). Gender and Ageing at Work in Chile: Employment, Working Conditions, Work-Life Balance and Health of Men and Women in an Ageing Workforce. *Annals of Work Exposures and Health*, 62(4), 475–489.
- Aeon, B. & Aguinis, H. (2017). It's about time: new perspectives and insights on time management. *Academy of Management Perspective*, 31(4), 309-330. <https://doi.org/10.1093/annweh/wxy021>.
- Arunkumar, B. (2017). Work Life Balance among Women Teachers of Self Financing Colleges (SFC) in Thanjavur District, Tamilnadu. *IOSR Journal of Humanities and Social Science (IOSRJHSS)* 7(5), 48-55. DOI: 10.9790/0837-2207054855
- Eriksson, R. H., Hansen, H. K., & Winther, L. (2017). Employment growth and regional development: industrial change and contextual differences between Denmark and Sweden. *European Planning Studies*, 25(10), 1756–1778. <https://doi.org/10.1080/09654313.2017.1338673>
- Vyas, A., & Shrivastava, D. (2017). Factors affecting work-life balance-a review. *Pacific Business Review International*, 9(7), 194-200
- Kumar, S. & Prakash, A. (2016). Work Life Balance among College Teachers. *International Journal of Organizational Behavior & Management Perspectives. Pezzottaite Journals*, 5(1), 2069-2072.
- Nanjundeswaraswamy, T.S., & Swamy, D.R. (2015). Leadership styles and quality of work life in SMEs. *Management Science Letters* 5(1), 65-78.
- Azarbouyeh, Amir, and Seyed Gholamreza Jalali Naini. 2014. A Study on the Effect of Teleworking on Quality of Work Life. *Management Science Letters* 4: 1063–68.
- Choi, K., Vickers, K., & Tassone, A. (2014). Trait emotional intelligence, anxiety sensitivity, and experiential avoidance in stress reactivity and their improvement through psychological methods. *Europe's Journal of Psychology*, 10(2), 376–404. <https://doi.org/10.5964/ejop.v10i2.754>
- Fisher, D. M. (2014). A multilevel cross-cultural examination of role overload and organizational commitment: investigating the interactive effects of context. *J. Appl. Psychol.* 99, 723–736. doi: 10.1037/a0035861.
- Padma, S., & Reddy, M. S. (2014). Work-life balance and job satisfaction among school teachers: A study. *IUP Journal of Organizational Behavior*, 13(1), 51-60. <https://ijfs.padovauniversitypress.it/2013/1/4>
- Pekdemir, I., & Koçoğlu Sazkaya, M. (2014). İşkoliklik ile iş yaşam dengesi arasındaki ilişkide kişilik özelliklerinin aracılık rolü üzerine bir araştırma. *Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14(1), 309-338. <https://search.trdizin.gov.tr/yayin/detay/235508/>
- Aloys NK. (2013). Working Environment Factors that Affect QWL among Attendants in Petrol Stations in Kitale Town in Kenya. *International Journal of Academic Research in Business and Social Sciences*, 3(5): 289-296.
- Jensen, J. M., Patel, P. C., & Messersmith, J. G. (2013). High-performance work systems and job control: consequences for anxiety, role overload, and turnover intentions. *J. Manage.* 39, 1699–1724. doi: 10.1177/0149206311419663
- Jerome S. (2013). A Study on Quality of Work Life of Employees at Jeppiaar Cement Private Ltd: Perambalur. *International Journal of*

- Advance Research in Computer Science and Management Studies*, 1(4), 49-57.
- Madipelli, S., Sarma, V.S., & Chinnappaiah, Y. (2013). Factors Causing Work Life Imbalance among Working Women-A Study on School Teachers. *The Indian Journal of Industrial Relations*, 48(4), 612-633
- Seema A., & Maryam I. (2013). Quality of work-life model for teachers of private universities in Pakistan. *Quality Assurance in Education*, 32(3), 282-298. <https://doi.org/10.1108/QAE-Feb-2012-0006>.
- B. Gabara, M. Sklodowska, A. Wyrwicka, S. Glinska, and M. Gapinska, —Changes in the ultrastructure of chloroplasts and mitochondria and antioxidant enzyme activity in *Lycopersicon esculentum* Mill. Leaves sprayed with acid rain. *Plant Science*, 164: 507-516, 2003
- Kardel F, Wuyts K, Babanezhad M, Wuytack T, Adriaenssens S, Samson R. Tree leaf wettability as passive bio-indicator of urban habitat quality. *Environmental and Experimental Botany*, 2015, 75: 277–285.
- Khan, A.U, S. Siddique, and F. Naz, —Effect of automobile exhaust on some tree species lining in Lahore Mall. *Pakistan Journal of forestry*, 43: 1-5, 2007
- Kumar, R.S., Arumugam, T., Anandakumar, C.R., Balakrishnan, S. and Rajavel, D.S. 2013. Use of Plant Species in Controlling Environmental Pollution-A Review. *Bull. Env.Pharmacol. Life Sci.*, 2 (2):52-63.
- McPherson, E. G. 2005.Trees with Benefits. *American Nurseryman* April 1: 34-40.
- Nahed, G.A.E., Mona, H. M., Azza, Mazhar, M. M., Farahat, M. M. and Hussein, F. A. 2015. Potentiality of Ornamental Plants and Woody Trees as Phytoremediators of Pollutants in the Air: A Review. *Int.J. ChemTech Res.*, 8(6):468-482.
- Neinhuis, C., Barthlott, W., 2013. Characterization and distribution of water repellent, self-cleaning plant surfaces. *Annals Of Botany* 79, 667–677.
- Nowak, D.J. 1994. Air pollution removal by Chicago's urban forest. In: McPherson, E.G., D.J. Nowak and R.A. Rowntee. *Chicago's urban Forest Ecosystem: Results of the Chicago Urban Forest Climate Project*. USDA Forest Service General Technical Report NE-186. pp. 63-81.
- Nowak, D.J., Craneand, D.E. and Stevens, J.C. 2006. Air Pollution Removal by Urban Trees and Shrubs in the United States. *Urban Forestry & Urban Greening*, 4: 115-123.
- Nowak, D.J., McHale, P.J., Ibarra, M., Crane, D., Stevens, J., and Luley, C. 1998. Modeling the effects of urban vegetation on air pollution, In: *Air Pollution Modeling and Its Application XII*. (S. Gryning and N. Chaumerliac, eds.) Plenum Press, New York, pp. 399-407.
- Pramudipta Zahriyani and Arief Sabdo Yuwono. Effect of The Presence of Ivory Coconut (*Cocos nucifera* L) to Decrease Particulate Matter Concentration in Bogor Agricultural University. *ICESD 2013* : 19-20 January 2013, Dubai.
- Pennisi SV, van Iersel MW (2012) Quantification of carbon assimilation of plants in simulated and in situ interiorscapes. *Hortscience* 47: 468–476
- Sawidis, T., Krystallidis, P., Veros, D. and Chettri, M., 2012. A study of air pollution with heavy metals in Athens city and Attica basin using evergreen trees as biological indicators., *Biol. Trace Elem. Res.*, 148 (3) 396-408.
- Shah, K. and Nongkynrih, J.M., 2007. Metal hyper accumulation and bioremediation: Review. *Biologia Plantarum*, 51 (4): 618-634
- Sharma, P.D. 2014. *Ecology and Environment*. Rastogi publication, Capital ofset press, New Delhi, India. 255-319.
- Shetye, R. P. and Chaphekar, S. B., 1989. Some estimation on dust fall in the city of Bombay, using plants. In: *Progress in Ecology*, 4:61-70.
- Singh, V., 2013. Role of medicinal Plant in controlling environmental (Air) pollution. *Internat. Ayur. Med. Jour.* 1(5).
- Torpy FR, Irga PJ, Burchett MD (2014) Profiling indoor plants for the amelioration of high Co2 concentrations. *Urban For Urban Green* 13:227–233. <https://doi.org/10.1016/j.ufug.2013.12.004>
- Torpy FR, Zavattaro M, Irga PJ (2017) Green wall technology for the phytoremediation of indoor air: a system for the reduction of high Co2 concentrations. *Air Qual Atmos Health* 10:575–585. <https://doi.org/10.1007/s11869-016-0452-x>
- USDA, NRCS. 2006. The PLANTS Database, 6 March 2006
- Wang, Hui Shi and Yanhui Wang 2015. The Wetting of Leaf Surfaces and Its Ecological Significances.
- Yang, H. and Liu, Y., 2011. Phytoremediation on Air Pollution, The Impact of Air Pollution on Health, Economy, Environment and Agricultural Sources, Dr. M. Khallaf (Ed.), <http://www.intechopen.com/books/the-impact-of-air-pollution-on-health-economy-environment-and-agricultural-sources/phytoremediation-on-air-pollution>.
- Zhai, G., 2011. Phytoremediation: Right Plants for Right Pollutants. *J. Bioremed Biodegrade*, 2:3. <http://dx.doi.org/10.4172/21556199.1000102e>
- Y. Yuan, T. R Lee, 2013. Contact Angle and Wetting Properties. In: Bracco G., Holst B. (eds) *Surface Science Techniques*. Springer Series in Surface Sciences, vol 51. Springer, Berlin, Heidelberg https://doi.org/10.1007/978-3-642-34243-1_1