



WORK AND LEISURE: A CORRELATIONAL INVESTIGATION

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ABSTRACT

The complex relationship between work and leisure is imperative for fostering a comprehensive approach to enhancing individual's overall quality of life. This study investigated the extent of work aspect and degree of leisure of 223 elementary school teachers in the District of Dumarao, with a specific focus on elements such as physical environment, psychological, technological, passive leisure and active leisure of teachers. The study placed emphasis on the critical need to understand the relationship between work and leisure. The study examined the extent of work aspect and the degree of leisure in the District of Dumarao, exploring potential variations based on teachers' age, sex, highest educational attainment and length of service. The study focus to quantify the amount of time spend on work related tasks and leisure activities, shed light on the challenges and opportunities for improving the well-being and job satisfaction of teachers. It identified a gap in understanding how teachers in the Philippines, specifically in Capiz, manage their professional and personal lives. The study utilized a quantitative descriptive correlational research design in which data were collected through a questionnaire and analyzed using IBM SPSS Statistics version 26, employing various statistical methods such as frequency, mean, t-test, f-test, and Pearson's correlation. The finding revealed that the extent of work was very high and the degree of leisure was high among elementary school teachers with no significant difference based on sex, age, highest educational attainment, and length of service with significant relationship between the extent of work and the degree of leisure of elementary school teachers. The study emphasized the relationship between work and leisure, in response to the heightened desire for leisure among teachers facing increased workloads, school administrators may consider implementing stress management and wellness program by providing resources and support for teachers to cope with stress can positively impact their overall job satisfaction and well-being.

Keywords: *Work, Leisure, Physical Environment, Psychological, and Technological*

1. Introduction

In the rhythm of our lives, work emerges as a vibrant element, orchestrating our routines and shaping the contours of a decade. It is fundamental, offering insights into our existence and societies. Meinck (2022) contributes by categorizing the labor marketplace based on affiliations, compensation, and accompanying possessions and facilities. Micro workers in the United Kingdom view work as occupying space and time in their lives, blurring traditional distinctions between work and leisure. This blurring, as evidenced by Muldoon &

Apostolidis (2023), is fueled by self-determination, and leads to high levels of happiness. Karina et al. (2017) further demonstrate that a balanced approach to work and leisure enhances work performance and overall well-being. Similarly, in California, Mexican American workers use leisure activities as cultural expressions and resistance (Alamillo, 2023). In Korea, overworked professionals engage in leisure activities to address health issues and escape loneliness (Stodolska et al., 2023).

In the Philippines, the Department of Labor and Employment (DOLE) categorizes different types of workers, highlighting the importance of understanding work dynamics. Recent data from the Philippine Statistics Authority (PSA) indicates an increase in work engagement, emphasizing the need to evaluate work status and its implications (Beinbenido, 2022; Cancio, 2023). The association of work and leisure extends to educators. Burne and Biggs (2022) suggest that reducing working hours not only allows for more leisure but also enhances overall well-being, including for teachers. The Department of Education's (DepEd) recognition of distinct work hours for public school teachers acknowledges the importance of work-life balance (Taraya, 2023).

The importance of leisure in educators' lives is paramount. Granting teachers a six-hour workday acknowledges the need for personal time and its impact on work quality (Taraya, 2023). Beyond the right to labor, there is a recognition of the right to a fulfilling life. States must foster an environment conducive to both work and leisure, ensuring educators maintain a healthy balance. However, amidst these insights, a critical gap persists in our understanding of how work and leisure unfolds within the educational sphere. While existing research underscores the significance of balance, there remains a paucity of exploration into the intricacies of this interplay within educational contexts. This gap not only hampers our comprehension of educators' experiences but also undermines our ability to cultivate environments that foster their well-being and, by extension, student success.

By delving into the dynamics of work and leisure within the educational milieu, it endeavors to uncover invaluable insights that transcend individual classrooms and reverberate throughout entire educational systems. Through this exploration, we aim not only to bridge the existing gap in knowledge but also to lay the groundwork for actionable solutions that promote a harmonious equilibrium between professional commitments and personal fulfillment. In doing so, we envision a future where educators thrive, students flourish, and the transformative power of education knows no bounds.

Statement of the Problem

The main purpose of this study was to investigate the extent of work and degree of leisure of elementary school teachers in the District of Dumarao for the School Year 2023-2024. Specifically, it sought to answer the following questions:

1. What is the extent of work of elementary school teachers as a whole in terms of physical environment, psychological and technological?
2. What is the degree of leisure of elementary school teachers as a whole in terms of active leisure and passive leisure?
3. Is there a significant difference in the extent of work of elementary school teachers when they are grouped according to their sex, age, highest educational attainment, and length of service?
4. Is there a significant difference in the degree of leisure of elementary school teachers when they are grouped according to their sex, age, highest educational attainment, and length of service?
5. Is there a significant relationship between the extent of work and degree of leisure of elementary school teachers?

Hypotheses of the Study

The hypotheses of the study were the following:

1. There is no significant difference in the extent of work aspect of elementary school teachers when they are grouped according to their sex, age, highest educational attainment, and length of service.
2. There is no significant difference in the degree of leisure of elementary school teachers when they are grouped according to their sex, age, highest educational attainment, and length of service.

3. There is no significant relationship between the extent of work aspects and degree of leisure among elementary teachers

LITERATURE REVIEW

Work, a cornerstone across various domains, shapes project management, organizational dynamics, and individual performance. In education, work engagement among teachers varies based on factors like gender, age, and experience (Bibi et al., 2021; Shukla et al., 2015; Sharma & Rajput, 2021; Köse, 2016). The psychological aspect emphasizes job satisfaction, burnout, and well-being (Maslach & Leiter, 2016; Locke, 2013). Furthermore, technology integration poses challenges like technostress but offers opportunities for remote work and collaboration (Tarafdar et al., 2019; Golden & Veiga, 2005). Cybersecurity becomes vital amidst digital advancements (Cavusoglu et al., 2004), while online learning's efficacy faces scrutiny amid diverse challenges (Irfan & Iman, 2020; Wildana, 2020). Understanding demographic profiles' relationship to work engagement unveils insights into sex, age, and experience differentials (Shukla et al., 2015; Sharma & Rajput, 2021; Köse, 2016). In the local context, work serves as a cornerstone of individual livelihoods and community development.

Rodriguez et al. (2021) delve into workplace culture's influence on satisfaction and productivity, vital for fostering positive work environments. Mariano (2019), Constantino (2019), and Catudio (2020) highlight the interplay between physical environment and well-being, essential for nurturing healthier workspaces. The studies on educators' roles (Aguilar, 2020; Hilda, 2018) and the influence of school environments (Banhaw, 2019; Abalos, 2023) underscore the psychological dynamics within educational settings, crucial for effective learning experiences. Technological advancements (Ortiz, 2022; Bayaban, 2019; Oliveros, 2021; Distor, 2021; Santiago, 2022) pose challenges and opportunities in education, emphasizing the need for adaptability and innovative approaches to enhance learning outcomes in an ever-evolving landscape.

Leisure. Leisure is a vital component of well-being, offering individuals opportunities for relaxation and personal growth (Shin, 2016). Wang and Takahashi (2021) highlight cultural variations in leisure patterns and their link to life satisfaction. Taylor and Evans (2017) emphasize the role of leisure in reducing academic stress and improving student well-being. Liying et al. (2022) and Nick (2021) stress the importance of leisure for teachers' well-being.

Active leisure, explored by Stamataki et al. (2019) and Shaw et al. (2018), promotes mental health and social connections. Stevinson and Hickson (2014) find a positive correlation between active leisure and quality of life, supported by Arem et al. (2015) and Thøgersen-Ntoumani and Fox (2016). Yancı and Dal (2020) reveal a correlation between leisure and work engagement among teachers. Passive leisure, studied by Csikszentmihalyi (1990) and Kessler et al. (2016), offers relaxation but requires moderation to prevent negative effects on mental health. Robinson et al. (2017) delve into the relationship between television-watching and leisure satisfaction, while Wendsche et al. (2017) highlight its stress-reducing properties. Vorderer et al. (2018) explore cultural variations in passive leisure activities. Hale and Guan (2015) examine the impact of screen-based sedentary behaviors on sleep quality. Jiggs (2021) advocates for conscious consumption habits. Mitch (2021) reveals that introverts may prefer solitary, passive activities. Philippe (2020) suggests that active engagement can be more rewarding.

2. Method

The study employed a descriptive-correlational design, collecting data in various ways to enhance validity and address questions from multiple perspectives (Baldomero, 2019). By combining descriptive and correlational approaches, the study explored both the current situation and relationships among variables influencing elementary school teachers' work and leisure (Gournelos, 2019; Tan, 2019). A researcher-made questionnaire was utilized comprising three parts to collect data on elementary school teachers' sociodemographic profiles, extent of work, and degree of leisure, employing a 5-point Likert Scale for respondents to rate statements related to work and leisure. Random sampling was used to select 223 public elementary school teachers in the District of Dumarao for the 2023–2024 school year, ensuring representation from the total population (Herera, 2019). The sample size was proportionally allocated to different schools using Bourley's Proportional Allocation

Formula (Achonou et al., 2019). The lottery method ensured unbiased participant selection, with names drawn randomly until the required number of respondents was reached at each school. Data analysis involved describing respondents' socio-demographic profiles, determining the extent of work and degree of leisure, and examining differences and relationships among variables using statistical tests such as t-tests, analysis of variance, and Pearson's correlation (Cohen, 2002; Hair, 2010). Ethical considerations, including voluntary participation, privacy protection, and informed consent, were addressed in compliance with ethical norms and the Data Privacy Act of 2012.

3. Results and Discussion

Extent of Work of Elementary School Teachers

The questionnaire that was distributed using the Google form gave results where as many as 348 respondents had collected. The respondents' demographic information in the study is shown in Table 1.

Table 1. Extent of work of elementary school teachers as a whole.

Indicators	Mean	Interpretation
Physical Environment	4.63	Very High
Psychological	4.54	Very High
Technological	4.30	Very High
Grand Mean	4.49	Very High

Legend: 4.21-5.00 = *Very High*; 3.41-4.20 = *High*; 2.61-3.40 = *Average*; 1.81-2.60 = *Low*; 1.00-1.80 = *Very Low*.

The data from 223 respondents in Table 2 revealed that elementary school teachers experience a "very high" workload, with mean scores of 4.49 for the overall work aspect. The physical environment aspect scored the highest at 4.63, indicating teachers perceive their workload related to maintaining classroom conditions as particularly intense. Psychologically, though still deemed "very high" at 4.54, received a slightly lower rating, suggesting teachers find psychological demands marginally less intense. The technological aspect, at 4.30, was notably lower than the other dimensions, possibly due to the evolving nature of technology integration.

Collectively, the "very high" mean scores indicate a multifaceted workload for elementary school teachers, encompassing various professional responsibilities. This includes lesson planning, student assessment, classroom management, collaboration, communication, and professional development. The study aligns with previous research on teacher engagement and performance, supporting the guidelines of DepEd Memorandum No. 291, s. 2008, which mandates an additional two hours for tasks relevant to teaching beyond the six hours of classroom instruction.

Degree of Leisure of Elementary School Teachers

Table 2. Degree of leisure of elementary school teachers as a whole.

Indicators	Mean	Verbal Interpretation
Active Leisure	3.84	High
Passive Leisure	3.82	High
Grand Mean	3.83	High

Legend: 4.21-5.00 = *Very High*; 3.41-4.20 = *High*; 2.61-3.40 = *Average*; 1.81-2.60 = *Low*; 1.00-1.80 = *Very Low*.

Note: Components are presented from Highest to lowest

The data revealed that elementary school teachers demonstrated a high degree of leisure, averaging 3.83. Active leisure scored 3.84, surpassing passive leisure at 3.82, both interpreted as "high." Teachers actively engage in mentally and physically stimulating activities, prioritizing leisure involving mental or physical involvement. Despite a slightly lower mean score, the "high" interpretation for passive leisure suggests significant engagement in relaxing activities. Overall, teachers maintain a good work-leisure balance, carving out time for both active and passive leisure. This balance is crucial for well-being, showcasing dedication to work and

prioritization of self-care.

These findings align with Liying et al. (2022), linking healthy leisure to improved well-being and stress reduction. Emotional and cognitive engagement play a vital role in sustainable well-being. Nick (2021) supports this, stating teachers' leisure activities contribute to overall well-being and happiness, offering benefits like relaxation, stress reduction, and social connection.

Differences in the extent of Work of Elementary School Teachers and Some Variables

Table 3. Differences in the extent of work of elementary school teachers and some variables.

Profile	f/t-Value	Significant Value	Probability
Sex (Gender)		0.443	0.659
Age	0.228	0.877	n.s.
Highest Educational Attainment	1.137	0.340	n.s.
Length of Service	1.333	0.264	n.s.

Legend: p-value > 0.05 = not significant (n.s.); p-value < 0.05 = significant (s.)

The study investigated the extent of work among elementary school teachers based on socio-demographic variables, revealing no significant differences. When grouped by sex, age, highest educational attainment, and length of service, t/F values and probabilities indicated non-significance (Table 3). The null hypothesis, stating no significant differences in work based on socio-demographic profiles, was accepted. This emphasizes an inclusive and equitable distribution of responsibilities, advocating for fair task allocation in the teaching profession.

Regarding work and sex, the study found no significant difference, showcasing gender equality in workload distribution. The results challenge traditional gender norms and underscore a workplace culture valuing skills irrespective of gender, setting a positive precedent for inclusivity. Similarly, work and age showed no significant difference, emphasizing consistent workloads across age groups. Intergenerational collaboration enhances the teaching team's effectiveness, leveraging diverse strengths and fostering a supportive culture.

Furthermore, Work and highest educational attainment revealed no significant difference, challenging assumptions about the correlation between advanced degrees and teaching effectiveness at the elementary level. The study suggests that educational background does not significantly impact teachers' workloads. Additionally, work and length of service, no significant difference was found, indicating a consistent workload regardless of teaching experience. The study highlights the effectiveness of induction programs and in-service training for new teachers, contributing to their successful integration into the educational environment.

The findings align with previous research (Bibi et al., 2021; Sharma and Rajput, 2021; Köse, 2016) indicating no significant differences in work engagement based on gender, age, educational status, or years of experience. However, discrepancies with Shukla et al. (2015) and Köse (2016) emphasize the complexity of the relationship between work engagement and professional experience, underscoring the importance of considering various contributing factors

Differences in the Degree of Leisure of Elementary School Teachers and Some Variables

Table 4. Differences in the degree of leisure of elementary school teachers and some variables.

Profile	f/t-Value	Significant Value	Probabilit
Sex	0.449	0.654	n.s.
Age	0.964	0.411	n.s.
Highest Educational Attainment	1.501	0.203	n.s.
Length of Service	0.595	0.619	n.s.

Legend: p-value > 0.05 = not significant (n.s.); p-value < 0.05 = significant (s.)

The data showed that leisure among elementary school teachers, encompassing variables such as sex, age, highest educational attainment, and length of service, revealed consistent levels irrespective of individual characteristics (Table 4). Thus, the null hypothesis stating that there is no significant difference on the degree of leisure when they are grouped according to socio demographic profiles was accepted. The acceptance of the null hypothesis indicates that the socio-demographic profile does not significantly impact teachers' leisure experiences. Specifically, the study found no significant difference in leisure between male and female teachers, challenging traditional gender norms and promoting inclusivity in workload distribution (Sevin & Şahin, 2019). Similarly, uniform leisure levels across age groups underscore a positive workplace culture accommodating diverse preferences and lifestyles (Sevin & Şahin, 2019). The absence of a significant correlation between leisure and highest educational attainment challenges assumptions about the influence of advanced degrees on leisure experiences, emphasizing the universality of leisure enjoyment (Sevin & Şahin, 2019). Contrary to expectations, the study indicated consistent leisure regardless of teaching experience, challenging the conventional belief that newer teachers have more leisure. While these findings contradict aspects of Sevin and Şahin's (2019) research, they highlight the intricate relationship between leisure and socio-demographic factors, emphasizing the need for a nuanced understanding of elementary school teachers' leisure experiences.

Relationship between the Extent of Work and Degree of Leisure of Elementary School Teachers.

Table 5. Relationship between the extent of work and degree of leisure of elementary school teachers.

Variable	N	Pearson's r	Significance Value	Probability
Work Leisure	223	0.387	0.000	s.

Legend: p-value > 0.05 = not significant (n.s.); p-value < 0.05 = significant (s.)

As shown in the table, there was a significant relationship between the extent of work and the degree of leisure of elementary school teachers. The Pearson r value of 0.387 had a significant value of 0.000 which was lower than 0.05 alpha.

The study found that elementary school teachers' leisure experiences are tied to their workload. When faced with a heavier workload, teachers exhibit a noticeable inclination for relaxation, particularly after completing tasks successfully. The desire for reprieve intensifies after investing substantial time and effort in a task, emphasizing the importance of leisure in their well-being. Conversely, lighter workloads diminish the inherent desire for relaxation. These findings align with Yancı and Dal's (2020) research, highlighting a positive correlation between work engagement and leisure activities among teachers in Turkey. This connection emphasizes the dynamic relationship between professional commitments and the pursuit of leisure, contributing to the understanding of educators' multifaceted well-being. The positive correlation suggests that increased engagement in work corresponds to a greater inclination towards leisure activities among teachers.

4. Conclusion and Implications

Based on the findings above the following conclusion were drawn: Elementary school teachers grapple with a significant workload, highlighting the challenging nature of their professional duties. Despite their demanding roles, they demonstrate the ability to actively participate in leisure activities, which maintains a well-balanced approach to both work and personal life. This balance in leisure is consistent among elementary school teachers, irrespective of their socio-demographic backgrounds. Leisure opportunities appear uniformly available for these teachers, regardless of their demographic characteristics. Interestingly, those facing a heightened workload also tend to express a greater desire for leisure.

In the light of the study's significant findings and conclusions, the following recommendations are made: Educational institutions may implement targeted support programs for elementary school teachers, including workshops and mentoring, to manage substantial workloads. School leadership may encourage teachers' participation in leisure activities through flexible scheduling and incentives. Recognizing workload consistency

across demographics, administrators may provide personalized professional development, allocate funds for technology, and create an inclusive environment. To address the heightened desire for leisure among teachers facing increased workloads, administrators may implement stress management programs and consider additional staffing support, enhancing overall job satisfaction and well-being.

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