PERCEPTIONS OF TEACHERS ON WORK STRESS, WORK-LIFE BALANCE, WORK SATISFACTION, ONLINE BEHAVIOR OF STUDENTS AND WORKING REMOTELY AMIDST COVID-19 PANDEMIC

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Abstract

Teachers in Philippine education institutions have been experiencing strict quarantine due to the tagged COVID-19 pandemic, leaving them with no other alternative except to work from home. Working remotely has been an ongoing practice, and with the absence of face-to-face classes, different learning modalities and learning management systems have to be used for teaching. Thus, this study aims to explore the experiences of 276 teachers from seven colleges and universities in Region 3 through a survey of their perceptions toward work stress, work-life balance, work satisfaction, online behavior of students, and working remotely during the global pandemic. Reliability and validity of the instrument was established using Cronbach alpha, SmartPLS, and other statistical tools. The Google form link was sent to the respondents via the social media apps, specifically through Facebook Messenger, WhatsApp, Twitter, and Instagram. Smart PLS was used to model and structure the conceptual framework and to analyze the data. Findings revealed that the perception of teachers toward work satisfaction is negatively influenced by work stress but positively influenced by working remotely; work-life balance is positively related to perception of work satisfaction; working remotely is clearly associated to stress at work but not work-life balance; work stress is attributed to the online behavior of students; and that online behavior of students is linked to working remotely but not work satisfaction. It is concluded that teachers are satisfied in teaching their students online at home despite the stress that they experience from work and the untoward behavior of their students. Some recommendations include lessening of workload, communication with parents, and motivation for students to participate actively in class.

Keywords: work stress, work-life balance, work satisfaction, online behavior, pandemic, Philippines, SmartPLS

I.   INTRODUCTION

The discovery of the coronavirus (COVID-19) in early 2020 generated an economic and social shock that surely altered people's working patterns. Both public and private employees were mandated to work from home for safety reasons. Working remotely became mandatory

[1], affecting the management of business and education sectors. The shift had a significant influence on how different organizations operated

Many institutions started to provide a new model to work in order to successfully adapt to this unexpected shift to work remotely. This has been viewed as a strategy to improve an individual's work–life balance since remote workers can spare their time with their families [2]. By allowing individuals to work remotely, the rising need for work–life balance has benefited a growing number of single [3]. According to [4], teachers were reported to be proficient in their profession, content with their positions, and able to achieve balance in their work.

At the same time, remote work enhances employee well-being, satisfaction with current work [5], and responsiveness to creation, which ultimately leads to ingenuity [6]. According to current research, remote working is becoming more common, with the number of remote workers increasing) [7]. In the education industry, it has been noted that working remotely improves employee productivity, minimizes work–family conflict, lowers stress levels, as well turnover intentions [8]. Performing office duties at home with assistance may help to prevent social isolation and work-life balance issues [9].

Furthermore, remote working allows professionals to create their own work schedule while avoiding interruptions from others. The nonappearance of the supervisor affirmed that it reduces employee stress at work. Therefore, it alleviates pressure from personal and collective attendance by allowing employees to fulfill their assigned task. Even while working from home, these benefits boost employee loyalty and engagement, as well as satisfaction with the current job, balancing work and lifestyle, and basic health-wise [10]; [11]; [12]; [13]; [8].

However, working remotely has not always been an advantage. [14] Affirmed that social isolation is a major concern that may lead to workers' lower effort and commitment when remote working is introduced. Working from home may affect lifestyle, higher constant worries and lower satisfaction with the current job 15].

In March 2020, the Philippine educational institutions started imposing strict quarantine because of the COVID-19 virus, learners and teachers have no choice but to work remotely. Lately, until 2022, there were times when quarantines were lifted depending on the level of the epidemic; however, working remotely has been an ongoing practice. Several studies have demonstrated that embracing working from home as an organizational model may remove or minimize expenses such as upkeep, communication equipment, utilities, machines, renting of space, and automotive parking [8]; [10]; [11]. Thus, this study highlighted some of the most likely motives of organizations for preferring to work from home. Studies reviewed include working remotely, work–life balance, work stress, work satisfaction, and online behavior of students.

2.0 LITERATURE REVIEWED

This section contains reviews of related articles on working remotely, work-life balance, work stress, work satisfaction, and online behavior of students.

2.1   Related Studies

2.1.1 Working remotely

According to [16], the telework idea could be related to working from home embracement Working remotely is prevalent in Europe, particularly when it comes to balancing work and a way of life. The European Accord on Remote Work was adopted in 2002, and it states that teleworking is described as a sort of involvement that uses digital technology and may be done outside of the office [17]. Time management skills, accessing an organization's papers while working from home, capacity to work remotely, and ability to care were all identified as merits [18].

Several publications affirmed that the act of working remotely improves job performance and reduces job turnover intents and lowers stress levels [9]; [19]. Working remotely is practiced in many government offices and other organizations in the Philippines in order to work securely by applying the concepts of tech-commuting, or flexible work. Working remotely is a double blade that has a diverse impact on the employees' work–life balance, and satisfaction [20]; [21]. Meanwhile, working remotely may affect the act of balancing work and lifestyle in both positive and negative ways [8]; [22], but it reduces distress if the work schedule is flexible [6]; [21]).

2.1.2   Work–life balance (WLB)

Work-life balance (WLB) describes a striking phenomenon where work is separated from all other life tasks, leading to the conclusion that work is not a vital part of one's life and is, in fact, a burden [23]). There is an increasing number of employees who use online technology for work even beyond their normal working hours and outside their physical workspace, and this shift in work responsibilities has an impact on WLB [24]) which is especially true among teachers.

Work–life balance, however, can have both beneficial and negative effects on employee performance. Inconsistency between professional and personal life might lead to a person's low productivity at work [25]. Lack of resources needed to satisfy work and family responsibilities may lead to experiencing stress. Previous research found that work satisfaction was connected to work life balance [26].

Nonetheless, the porous impediments between work and personal life provide challenges to working remotely in terms of achieving work-life balance. Overworked is a prevalent tendency among employees working remotely, according to study, resulting in extended working hours and an imbalanced work-life. [27]; [28]; [29]. There is a proclivity for taking on additional chores while working from home [23];

[30]; [31), which raises the chances of family realm incursion into the professional sphere. As a result of the pandemic's first-year lockdown, people were forced to stay at home, raising the chances of taking on additional tasks and disturbing the balance of life and work.

The participation of teachers in professional learning is critical to the profession's long-term viability. The rigors of combining work and family obligations, and the pressure of balancing the two, have an impact on their professional learning [32]. Teachers in higher education institutions frequently work substantially longer hours than the standard 40-hour work week, and a lot of factors influence the increase in teaching staff hours [33].

The academic and professional responsibilities of teachers that have piled up were spilling over into personal life. Teachers' thin border between academic and private life is therefore blurring, and they are already having difficulty balancing work and other elements in their lives [34].

Job insecurity, which affects both female and male academicians, significantly influenced work-life balance because it takes longer time for teachers in higher education institutions to get a permanent contract [35].

2.1.3 Work stress

A condition that has an impact on the emotions, mental processes, and thoughts of an individual. This stress results in a mismatch between work expectations and available resources, making individuals feel more depressed and unsatisfied. Work stress can lead to uncertainty, overstretch, and time constraints when one is working remotely, all of which may result to work dissatisfaction [21]. Workplace stress and has significant influence fulfilment at work [36]; [37].

Many people are unsatisfied with the allocation of domestic responsibilities after long hours of working remotely. Long hours of work and considering space management both of these factors enhance the chances of work-family conflict [38]. When designing work-from-home standards, practitioners should consider the individual preferences of work-from-home workers based on the various features of work-from-home employees [39]; [23]; [30]; [31].

2.1.4 Work satisfaction

The most often claimed advantage of working remotely is *increased work satisfaction* [40]). Work satisfaction (WS) is described as an individual's emotional condition that may influence individual satisfaction while working [41].

Workers are satisfied with factors that aid in the accomplishment of their work goals [38]. According [42] and [21] work-from-home workers' contentment may be one aspect that supports innovation. This is done to improve employees' employment while they work remotely.

Some employees may want to work remotely rather than in an office, while others may be against the initiative. Employees who work from home may be able to make money in a variety of ways. Expenses such as commuting to work, proper office attire and car depreciation, and avoiding paying parking fees or alternative mobility are curbed [43]; [8].

According to studies, flexible scheduling gives employees' considerable freedom in managing their daily lives, which includes both employee and household obligations. Employees have a work schedule that fits their individual consultations, which may not be visible while working from an office to seek medical appointments [43], [44]; [8]), however this appears to be more significant prior to the spread of corona virus disease. Thus, there is a need to explore work life balance (WLB) and stress at work among employees in the Philippines during the pandemic situation.

2.1. 5 Online behavior of students

Mishra [45] stated that a completely different teaching strategy is required to capture students' attention and enthusiasm for a certain course topic, with the demand for virtually dramatic abilities. The outbreak had a significant influence on people's lives. Further exploration is necessary in relation impact of the epidemic on social connection and emotional learners' behavior, as well as if changes in their environment are linked to the learning process. It is crucial to look at how students in different cultures perceive the usage and acceptability of emerging online learning [46].

An online survey of Bangladeshi college students was conducted using a purposive sample technique. The data show that students' perceptions of "e-Learning meltdowns" have a significant positive impact on their psychological discomfort, and that the threat of losing an academic year is the most significant factor causing psychological distress during the COVID-19 pandemic lockdown [47].

In the middle of the COVID-19 pandemic, [48] explored the preparation of students for emergency remote education and their socio-emotional attitudes. According to the findings, learners seemed to be prepared for remote digital learning, but their socio-emotional perspectives differed widely.

Baber [49] found that the classroom interaction, course structure, instructor expertise, and facilitation have positive impact on students' reported learning results and satisfaction. The study suggests that future study may investigate teachers' stress in the midst of a pandemic while teaching online.

Nonetheless, the study by [50] about students' opinions toward the usage of Zoom in remote learning showed that students expressed a negative attitude toward Zoom use, believing that it harmed their learning experience and reduced their willingness to learn. Students cited flexibility as a major benefit of using Zoom for education. On the contrary, other findings claim that Zoom is one of the best virtual means of teaching and learning [51]; [52].

The researchers looked at numerous potential benefits and demerits of working remotely while taking COVID-19 into account., this study aims to explore the factors impacting work satisfaction, recognize the impact of working remotely (WR) on WLB and work-related stress, get insights on the behavior of students on work satisfaction, and suggest a work-life balance and work-related stress model in the context of teaching online in the Philippines.

2.2 The Study's Theoretical Framework

This study is anchored on the Theory of Work Adjustment (TWA) established by [53]. From the University of Minnesota. In this theory, if a person's abilities such as skills, knowledge, experience, attitude, behaviors, and others align with the requirements of the organization, it is most possible that the job is performed well; thus, the person perceives that the performance is satisfactory. If the benefits of the organization or employer correspond to the values that employees aim to attain through their work, it is likely that the employees perceive higher degree of satisfaction.

The theory [53] is relevant to the present study in that students and teachers exercise flexibility in their work. They bring home their work from school to accomplish online or remotely what is expected of them. They aim to achieve work satisfaction and work-life-balance (WLB) in their respective responsibilities as they work remotely during the pandemic.

2.3   Hypothetical Conceptual framework

The effects of working remotely on employee satisfaction, WLB, behavior of students, and stress while teaching online during the pandemic are explored in this study using the TWA [53].

The concept of work stress, satisfaction, and perceived student conduct during online classes is found in such studies [46]; [8]; [10]; [11]. Working from home (remotely-online) has been linked to work stress perception and work–life balance, both of which affect job satisfaction [54]; [23].

2.4   Hypothesis Development

Based on the descriptions given in the review of related literature on working remotely, work-life balance, and work stress, the researchers developed their hypotheses.

The term work-life balance (WLB) describes a striking event in employee's life where work is separated from all other life tasks, leading to the conclusion that work is not a vital part of one's life and is, in fact, a burden [23].

The participation of teachers in professional learning is critical to the profession's long-term viability.

The rigors of work and family, as well as the pressure of balancing the two, have an impact on their professional learning [32]. Teachers in higher education institutions frequently work

substantially longer hours than the standard 40-hour work week, and a lot of factors influence the increase in teaching staff hours (Currie & Eveline, 2011) [33].
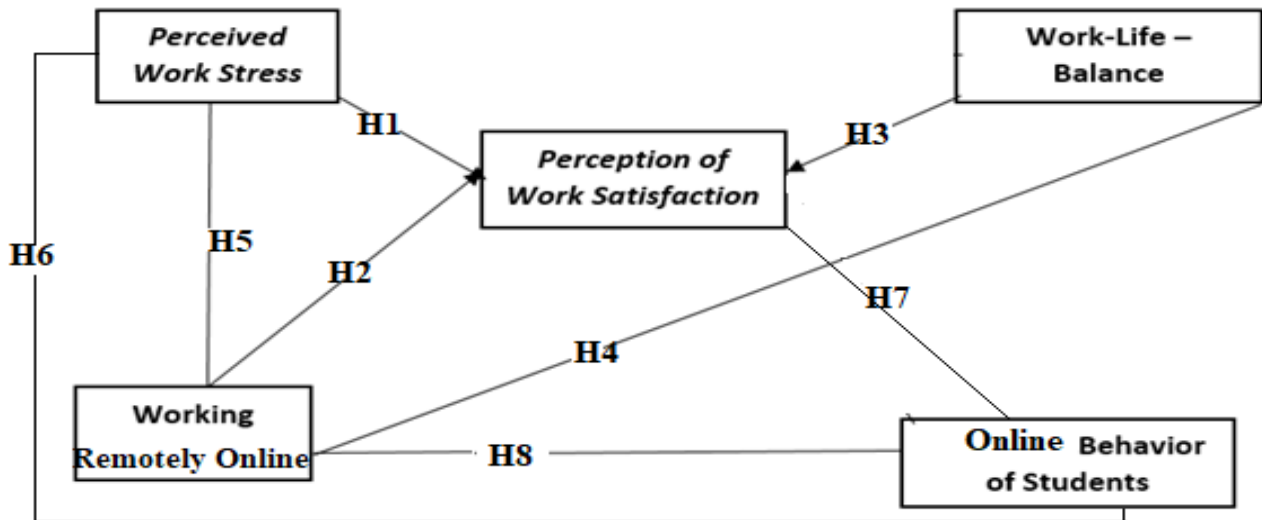

Figure 1: The Hypothetical Conceptual Framework of the Study

Academic and professional responsibilities have accumulated, spilling over into personal life. Teachers' thin border between academic and private life is therefore blurring, and they are already having difficulty balancing work and other aspects of their lives [34].

Job insecurity, which affects both female and male academicians, has a significant impact on work-life balance (WLB) because it takes longer time for teachers in higher education institutions to get a permanent contract [35]. [55] affirmed that one of the most significant repercussions of increased responsibility is increased academic stress, as well as other health difficulties, particularly among female teachers. Thus, the following hypotheses were formulated:

Hypothesis 1: Perception of work satisfaction is negatively influenced by perceived work stress.

Hypothesis 2: Perception of work satisfaction (WS) is positively influenced by working remotely.

Hypothesis 3: WLB is positively related to perception of work satisfaction.

Pažun [56], revealed that one of the most important challenges that occurred as a result of the work from home may require certain sets of expertise for instructors in advanced education concerning technological developments and the use of new technologies. There

is a need to learn new teaching techniques and strategies for new situations [57]. Females may suffer more workplace stress due to gender differences in beliefs, such as increased teaching workload and home duties at the same time or a sharper conflict between work and family responsibilities. Thus, the following hypotheses were raised.

Hypothesis 4: There is a positive link between WLB and working remotely (WR).

Hypothesis 5: There is a positive link between perceived work stress and WR.

Händel et al [48] affirmed that learners seemed to be ready for digital learning, but their socio-emotional perspectives differed widely. [49] on interaction, student motivation, course structure, instructor competency, and facilitation all have a positive impact on perceived learning and satisfaction by the students, suggesting additional research into the area. [50] did a study about students' opinions toward the usage of Zoom app in remote learning. The findings showed that students expressed a negative attitude toward Zoom use, believing that it harmed their learning experience and reduced their willingness to learn. However, their findings contradict the benefits of zoom as part of the learning management system claimed in some studies [51]; [52].

Mishra [45] suggested more research on the impact of the epidemic on social connection and emotional learners' behavior, as well as whether changes in their environment are linked to the learning process. Students in different cultures may perceive the use and acceptability of emerging technologies differently [46]. Thus, the following were hypothesized:

Hypothesis 6: Perceived work stress is attributed to the online behavior of students.

Hhypothesis7: There is a link between work satisfaction and online behavior of students.

Hypothesis 8: There is a link between online behavior of students and working remotely.

3.0   METHODOLOGY

3.1 Research Design

Atmowardoyo [58] stated that to investigate one or more factors, descriptive research can be very appropriate. Thus, a descriptive-quantitative method was used to explore the impact of work-life balance and work stress in relation to working remotely and work satisfaction among college and university instructors in the Philippines during the pandemic situation.

3.2 Participants of the Study

The extracted demographic profile of the participants from the Google form are shown in Table 1.

As shown in the table 1, females are more interested in participating in research survey studies than males. Majority of the data participants come from Bulacan State University. This was the only institution that received questionnaires during the opening of the school

year; hence, constant follow ups were done by the researchers concerned. Besides, the university has the most number of participants with master's degrees; thus, they are probably more interested to do research than their counterparts, which motivated them to submit promptly their questionnaires

Table 1: Measurement Items Retained

Table 1: Demographic Profile

Criterion	Variables	Frequencies	Percentages
	Female	147	53.3%
	Male	129	46.7
	Total	276	100%
Sex assigned at birth			
	Bracket 21-30	62	22.46%
	Bracket 31-40	73	26.45%
Age	Bracket 41-50	71	25.73%
	Bracket 51-above	70	25.36%
	Total	276	100%
	Undergraduate Degree	71	25.7
Highest educational attainment	Master's degree	141	51.1
	Doctoral degree (PhD)	40	14.5
	Postgraduate	24	8.7
	Total	276	100%
	Bulacan State University	201	73%
	Baliuag University	16	5.7%
Higher Education Institutions	City College of Angeles	14	5.1%
	Angeles University Foundation	10	3.6%
	Pampanga State Agricultural University	10	3.6%
	Holy Angel University	9	3.3%
	Other higher education institutions	16	5.7%
	Total	276	100%

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questionnaires.

3.3. Research Instrument

The matrix for working remotely was adopted from [59] which included productivity, attitude, distraction measures and situational elements based on resources. The work-life balance self-assessment scale included work interference with personal life, and the work improvement questionnaire developed by [60]; [8] was used.

The questionnaire for perceived work stress (PWS) was adapted from the study of Lait and Wallace (2002) [64], as well as questions pertaining to coworkers, supervisors, income, and overall job satisfaction were modified from the study of [8] to assess work satisfaction. The completed instrument was subjected to validation from experts in the field of human resource management, computer sciences, and psycholog

Table 2: *Instrument Used in the Study*

Constructs and Indicators	Suggested Sources
Working remotely	
1. I believe I am quite productive when I work remotely.(WRO1)	[59]
2. I believe that the work quality is adequate when working remotely.(WRO2)	
3. I have adequate technical knowledge to do tasks while working at home.(WRO3)	
4. I have certain expectations for my work from home tasks.(WRO4)	
5. The person-in-charge cares about my welfare while I work at home.(WRO5)	
Work-life Balance	
1. My online teaching tasks make my private life difficult.(wlb1)	
2. I overlook my individual desires because of work.(wlb2)	[60]
3. Working from home means I have to sacrifice my personal time.(wlb3)	
4. I cannot differentiate employment from idleness.(wlb4)	
5. I have enough time for my work and my family. (wlb5)	
6. My work contributes to my complete happiness. (wlb6)	
7. I give priority to my family over my work. (wlb7)	
Perceived Work Stress	
1. I feel pressured while working at home.(PWS1)	[61]
2. I feel exhausted with my teaching workload.(PWS2)	
3. I am not competent in the use of technology. (PWS3)	
4. I experience interpersonal conflict with co-workers and students.(PWS4)	
5. I am paid too little.(PWS5)	

Work-Satisfaction Perception	
1. I am contented with my work.(WSP1)	
2. I think my co-workers are pleasant to work with. (WSP2)	[62]
3. I think I am absolutely delighted with my co-workers.(WSP3)	
4. I am pleased with my employer while working remotely.(WSP4)	
5. I am provided with policies needed to deliver my work effectively.(WSP5)	
6. I have the opportunity to attend webinars to enhance my skills.(WSP6)	

Perceived online behavior of students	
1. I feel that students exhibit untoward behavior.(OBS1)	
2. I feel stressed when students are not engaged.(OBS2)	[46]
3. I am uncomfortable when students are not active in the discussion.(OBS3)	
4. I am worried when students fail in their examinations. (OBS4)	
5. I am stressed when students do not observe good netiquette.(OBS5)	

An interview guide was prepared to obtain appropriate data in formulating the questionnaire. All parameters and items were based on the objectives of the study. The content of the initial draft of the questionnaire, consisting of 55 items, and on a 5-point Likert scale ranging from 1 to 5, which indicates strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree, were considered for the instructors in the higher education institutions in Pampanga, Philippines for the validation.

This procedure involved a qualitative and quantitative assessment of the appropriateness of the indicators placed in the initial draft to be included in the actual instrument being designed. Following the comments of the validators on the initial draft, and pilot report recommendation of Cronbach alpha of 0.70 value or above [63] were considered to justify the questionnaire utilized. The five constructs and 28 accepted indicators to measure each construct are reported in Table 2.

3.4 Data Collection

The researchers used a survey questionnaire to collect relevant data from higher education instructors in Region 3, Philippines. The instrument presented references related to Dawis et al.'s theory of work adjustment. The items were developed based on the constructs used in previous studies that explored work stress, work-life balance, work satisfaction, and online behavior of students. [64] said that a well-designed questionnaire could yield helpful and reliable information.

In order to increase data collection scalability and speed while lowering the expenses, survey questionnaires were sent electronically [65] via Google Form. This free online software enabled the researchers to create an online survey form that has been distributed to the

respondents [66]. As physical interaction is still prohibited, a purposeful sample data collection was adapted [67]. The researcher sent the Google form link to their friends, family, and co-teachers in their different affiliations via the social media apps, specifically through Facebook Messenger, WhatsApp, Twitter, and Instagram. The respondents of this study were taken voluntarily. They have the right to give their permission freely and not be subjected to any exercise of pressure or coercion.

3. 5 Analysis of Data

3.5.1 Tools used to measure validity and reliability

Data analysis is a process to summarize the data that were gathered. It uses analytical and logical techniques to represent the data [68]. Microsoft Excel and SmartPLS V3.3.3. were used as statistical tools in this study. The collected data were saved in Microsoft Excel and were converted into a comma-separated values (csv) file. The SmartPLS 3.0 program was used to model and structure the conceptual framework. The said software application has an intuitive graphical user interface [63] and can create a PLS Algorithm model and a bootstrap version. It was used to validate all the constructs and produced values and thresholds used in the study. The results include constructing reliability and validity, discriminant validity, path coefficients, factor loading, and graphs to present the outcome. Therefore, the analytical tool used, which is SmartPLS, is valid, reliable, ideal, and useful, especially when producing results and analysis.

The measurement on how in-depth a construct has been is through construct validity and reliability. Cronbach's Alpha (C_Alpha) and Composite Reliability (CompR) are commonly used for reliability purposes. [69] claimed that the accuracy of the answers characterizes the instrument's reliability. Reliability is necessary and to check the internal consistency of the items, Cronbach's Alpha is the right tool to use. This tool quantifies the internal consistency of a test or a scale. It became a popular method of testing the internal reliability of research instruments [70].

The C_Alpha and CompR reliability consider that each indicator weighs differently [63]. The range of values for determining the reliability is from 0 to 1. The greater the value is, shows that there is high reliability. [71] claimed that for a variable to be reliable, it must be in a value higher than 0.60. A variable is preferred in a more advanced level if it gained a value exceeding 0.70 [72].

The Convergent validity was used in this study [73] states that it describes how closely the new scale is associated to the other variables of the same construct. Thus, the construction is correlated with corresponding variables, but it should not be correlated with dissimilar and unrelated ones. The Average Variance Extracted (AVE) was used to determine the validity of the instrument, and the value must exceed 0.5 to have adequate validity [72].

Discriminant validity was used in this study to measure constructs that should not be highly related or with no relationship at all. Discriminant validity coefficients should be noticeably smaller in magnitude than convergent validity coefficients [74]. Heterotrait-Monotrait Ratio of correlations (HTMT) is a famous method to measure discriminant validity [75]. The smaller the HTMT ratio coefficient is, the more established is the discriminant validity. Commonly,

the threshold of 0.85 reliability distinguishes among the paired variables [76]. Furthermore. [77] confirmed that HTMT values are vital, especially when they achieved 0.85 coefficient, which has been achieved in this study.

This study used p-values in order to examine the significant relationship of the established statistical hypotheses. The threshold required for the p-values is <0.05 [78]. This study used t-statistics in order to test the means of two variables, which may be related in a certain extent, and find their significant differences. In this study, the threshold for t-value is 1.96, enabling a 95% confidence level on the number of the samples in the study [79]. The R-squared coefficient was used to determine the proportion of variance for the suggested dependent and independent variables. [63] claimed that results with 0.75 are significant results, 0.50 are moderate results, and 0.25 are poor results.

3.5.2. Analysis of construct validity and reliability

The researchers used SmartPLS V3.3 to analyze the responses of the participants in the pilot study [63]. The statistical treatment of data included alpha, rho_A, composite reliability, and average variance extracted [79]. Outcomes that have reached 0.70 indicate that the data is significant and recommended [80], while those that have reached below 0.70 indicate that it is not. The threshold of 0.70 and above is recommended for C_Alpha, rho_A,

CompR outcome [81]; [82]. Figure 2 shows that online behaviour of students, perceived work stress, work satisfaction, work-life balance, and working remotely all meet the threshold of 0.70 and above; thus, Cronbach's Alpha recommendations were achieved [80]; [82].
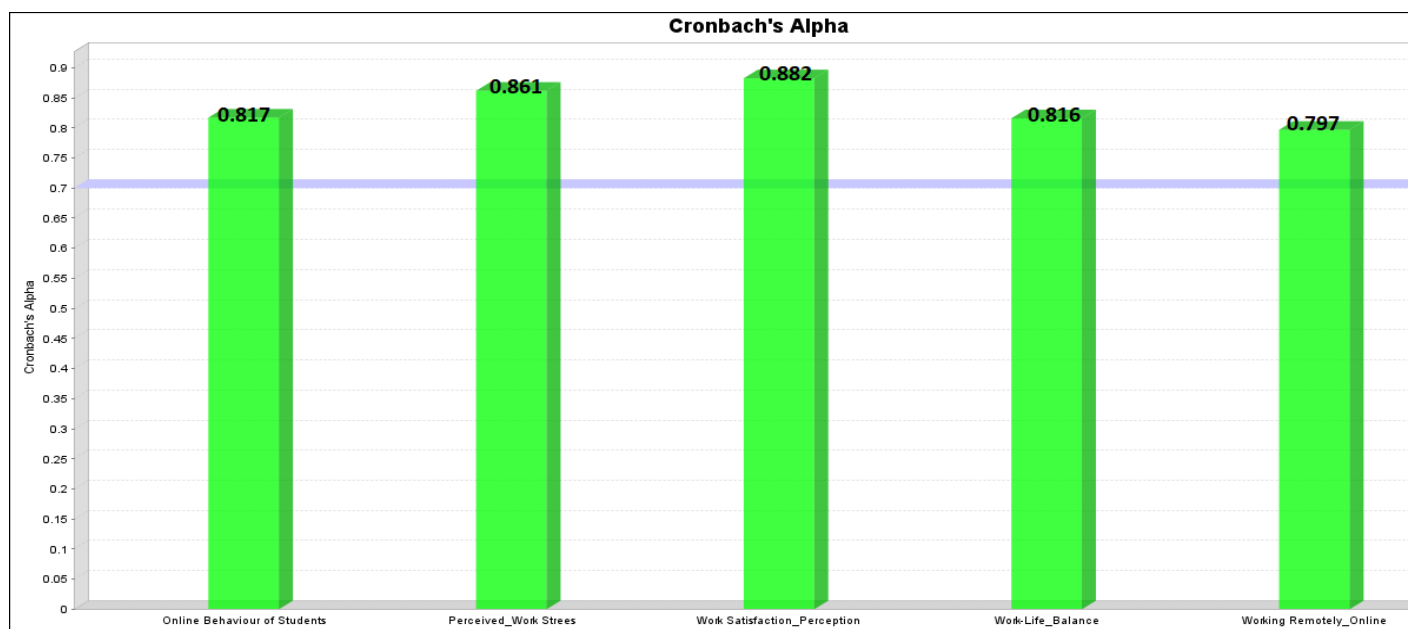

Figure 2: Values of Cronbach's Alpha

Similarly, when CompR was examined, the results showed that all construct values passed the threshold of 0.70 [89]; [83). Therefore, they are illustrated as valid and reliable. Illustration is shown in Figure 3.
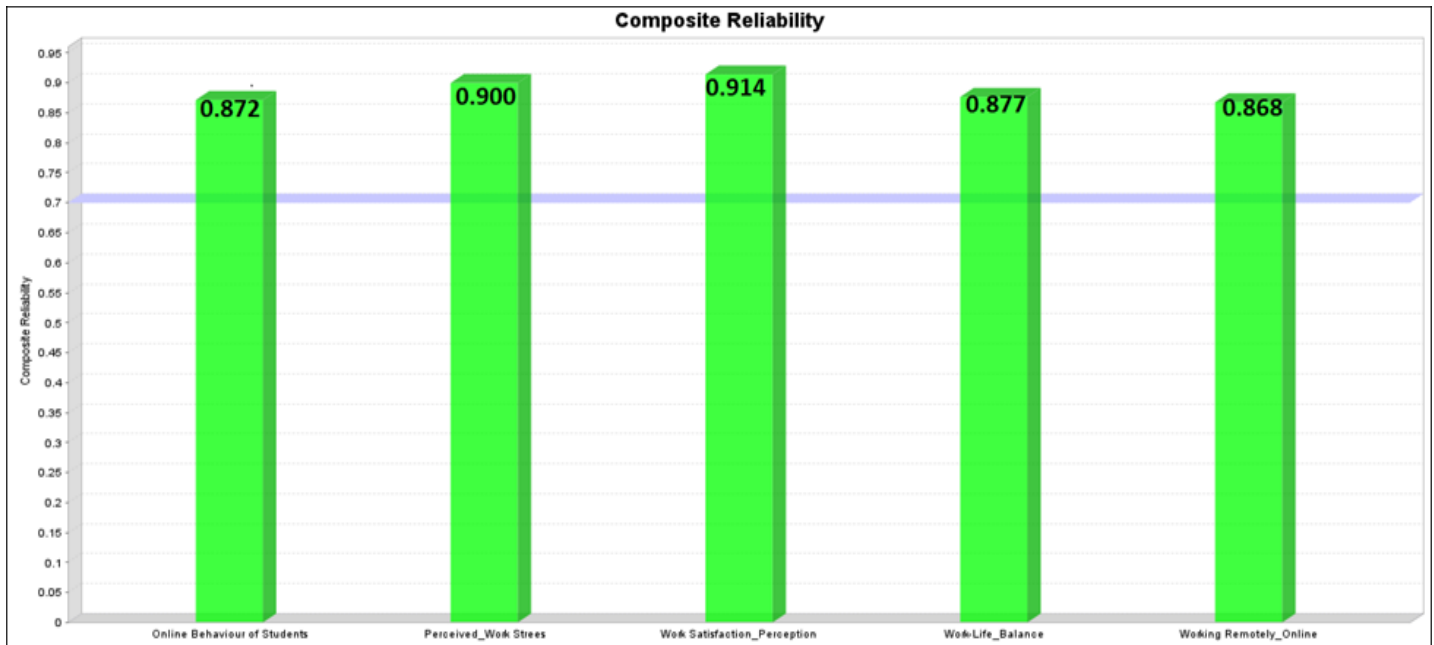

Figure 3 Composite Reliability Values

The validity of this study was determined by the use of average variance extracted (AVE) and outer factor loading of the constructs [81). The values should be greater than 0.5 in the case of AVEs which values are described as indicated in the blue circles, and their outer loading should be above 0.70 [80] as shown in Figure 4.
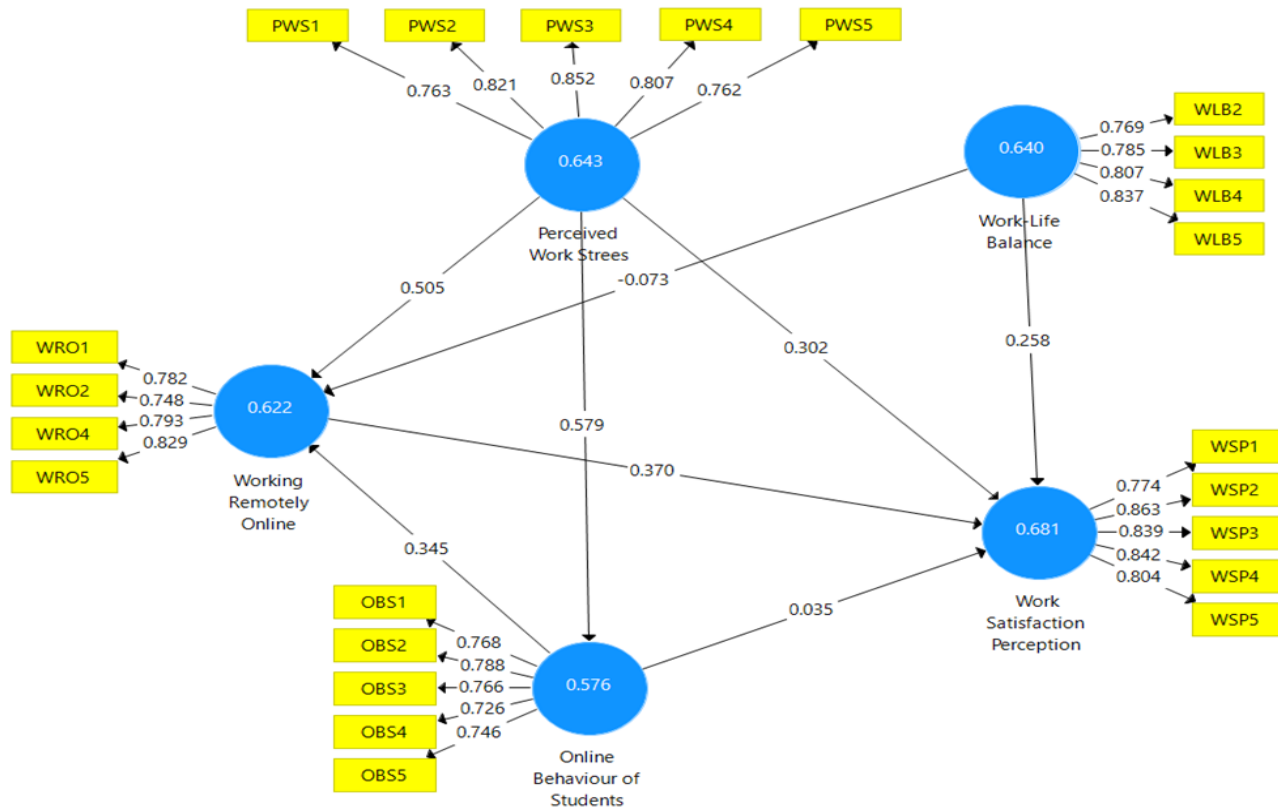
Figure 4 Demonstrated Achieved AVEs and Outer Factor Loading

Figure 4 shows the achieved AVEs and Outer Factor Loading of the five constructs included in the study. An AVE of 0.576 was achieved for the construct on online behavior of students (OBS) and the outer factor loading of the 5 indicators confirmed is greater than 0.7. For the perceived work stress (PWS) construct, an AVE of 0.643 was achieved; one of the six indicators obtained a value lower than 0.7 and was deleted. For the work satisfaction perception (WSP) construct, an AVE of 0.681 was achieved with all 5 indicators confirmed valid. Work-life balance (WLB) achieved an AVE of 0.640; three of the seven indicators were deleted since the outer factor loading was confirmed to be less than 0.7. Working remotely online (WRO) claimed an AVE of 0.622, and one of the five indicators was deleted since the outer factor loading was confirmed to be less than 0.7. All the AVEs exceeded the value of 0.50 and a factor loading of 0.70 threshold.

3.5.3 Validity of structural measurements

Discriminant validity is a measurement that tests the constructs and proves that these constructs are not related to each other. The coefficient of discriminant validity should be smaller in value than the result of the convergent validity [74].

Meanwhile, Heterotrait-Monotrait Ratio of correlations (HTMT) is a famous method to measure discriminant validity [75]. Commonly, the threshold of 0.85 reliability distinguishes among the paired variables discriminant valid to those who are not [76]; [72]. The Heterotrait-Monotrait (HTMT) correlation ratio and indicator cross-loading was used to assess the

discriminant validity of this study. The discriminant validity using the HTMT ratio is shown in Figure 5.
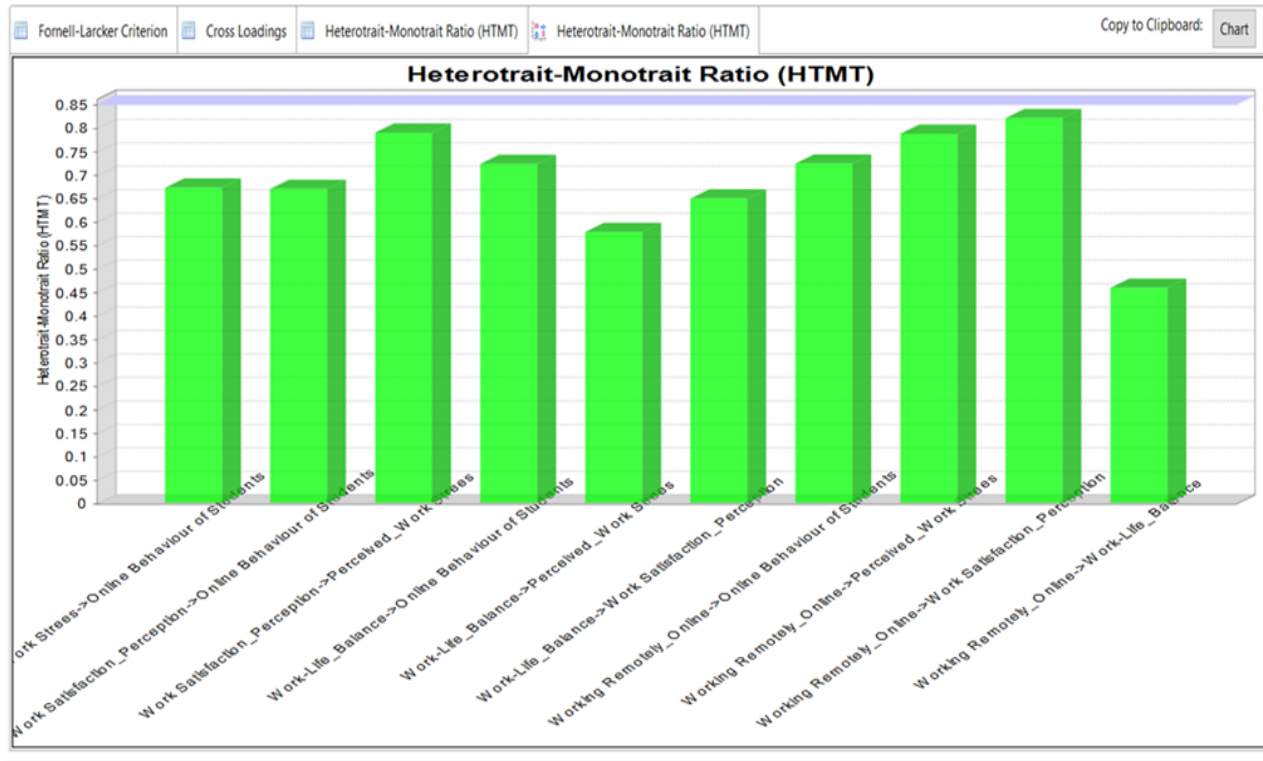

Figure 5: The Discriminant Validity Using the HTMT Ratio

Figure 5 illustrates and confirms the distinctions among the paired variables adapted in the study [76], [72]. For further analysis, five constructs with a total of 23 indicators have been validated for structural equation modeling. These constructs include stress, work-life balance, and online behavior of students, work satisfaction, and working remotely amidst a pandemic.

4.0   RESULTS AND DISCUSSION

4.1   The Tested Hypotheses

Based on the quantitative statistical treatment performed, the following are the results of the tested hypotheses included in Figure 1 of this study.

Hypothesis 1: Perception of work satisfaction is negatively influenced by perceived work stress.

Perceived work, in relation to work satisfaction of teachers, has a *p*-value of 0.024 which supports *Hypothesis 1,* where p <0.05 and is significant. This hypothesis was supported

by [55] wherein they claimed that perceived job insecurity could be related to nature of the contract and satisfaction of the job. This study proves that participants who experience work satisfaction are negatively influenced by perceived work stress in terms of teaching workload and lower level of technology usage while working online at home.

Hypothesis 2: Perception of work satisfaction is positively influenced by working remotely.

Working remotely with a *p*-value of 0.025 was found to have positive influence on work satisfaction. Working remotely has several advantages according to [18], including time management and access to organization's documents at home. There is also suitability of having a workspace at home as well as the ability to work remotely in case of sickness, and the ability to care for family members.

Hypothesis 3: Work-life-balance linked to perception of work-satisfaction.

Work satisfaction has a positive and significant effect on work-life balance of teachers. The p-value of 0.019 supports.

Hypothesis 3 where p<0.05 and is therefore significant. These finding are supported in the study of [40] which claimed advantage of working remotely leading to increased job satisfaction.

Hypothesis 4: A positive link between WLB and WR suggested.

This study does not support *Hypothesis 4.* is not supported since the *p*-value of 0.634 is greater than .05

(p > 0.05). There is no guarantee that if teachers can do online teaching, they can balance their work with their family and with their career. Some teachers give up their job because they want to focus with their family. It's not easy to draw lines between working from home and personal life in order to achieve a work-life balance, especially in the midst of a pandemic with many restrictions. Research studies show evidence on the potential disruption of higher education teachers' work-life balance as a result of new teaching methods [84].

Teachers perceived that their stress in working remotely online exceeded their ability to cope. However, despite more negative thoughts and sentiments, they continued to support online teaching to the best of their abilities [85].

Hypothesis 5: A positive link between perceived work stress and WR suggested.

The study showed that working remotely has significant relationship on perceived work stress *The* p-value is .000 *(p* <0.05); hence, this study supports *Hypothesis 5.* It is the second most significant assumption in the study. When working remotely, work stress may result to uncertainties, overstretching, and time limits, all of which can lead to job dissatisfaction [21]. Several research studies agree that working from home frequently causes stress [86]; [30]; [22].

Hypothesis 6: Perceived work stress is attributed to the online behavior of students.

The perceived work stress of teachers may be attributed to the online behavior of students (*p*-value of 0.000; *p*<0.05). *Hypothesis 6* is well supported and is the most significant

assumption in this research study. [87] revealed that teachers' performance is affected by the severity of students' unsuitable behaviors. Teachers feel uncomfortable when students do not participate in the discussion. This problem is most observed when students do not open their camera while the lecture and discussion is going on.

Hypothesis7: There is a link between work satisfaction and online behavior of students.

The result obtained where *p*-value of 0.728 is greater than .05 ($p > 0.05$) shows that *Hypothesis7* **is** not supported. The work satisfaction experienced by teachers is not affected by the online behavior of their students. This finding is supported in a study performed by [88]. In their interview with teachers that participated, most of them replied that they enjoyed no longer having to maintain classroom discipline. This implies that online behavior of students did not bother them at all during their online classes as compared to their previous face-to-face classes. Their enjoyment surely was an evidence of work satisfaction.

Hypothesis 8: There is a link between online behavior of students and working remotely.

Online behavior of students significantly related with working remotely by the teachers which obtained a *p*-value of 0.025 ($p<0.05$). This indicates that teachers' work is significantly affected by the students' performance on online classes as supported by the study of [89]. They revealed that teachers' performance considerably affects all sides of the education process which includes students' actions. According to them, this can be corrected by providing support and improve their digital competences. On the part of the teachers, trainings in handling remote online instruction and usage of real-time synchronous modalities could help them in the delivery of instruction.

Nevertheless, Figure 6 illustrates the path coefficients and assertions supporting the hypotheses of the study with a *p value of* <0.025.
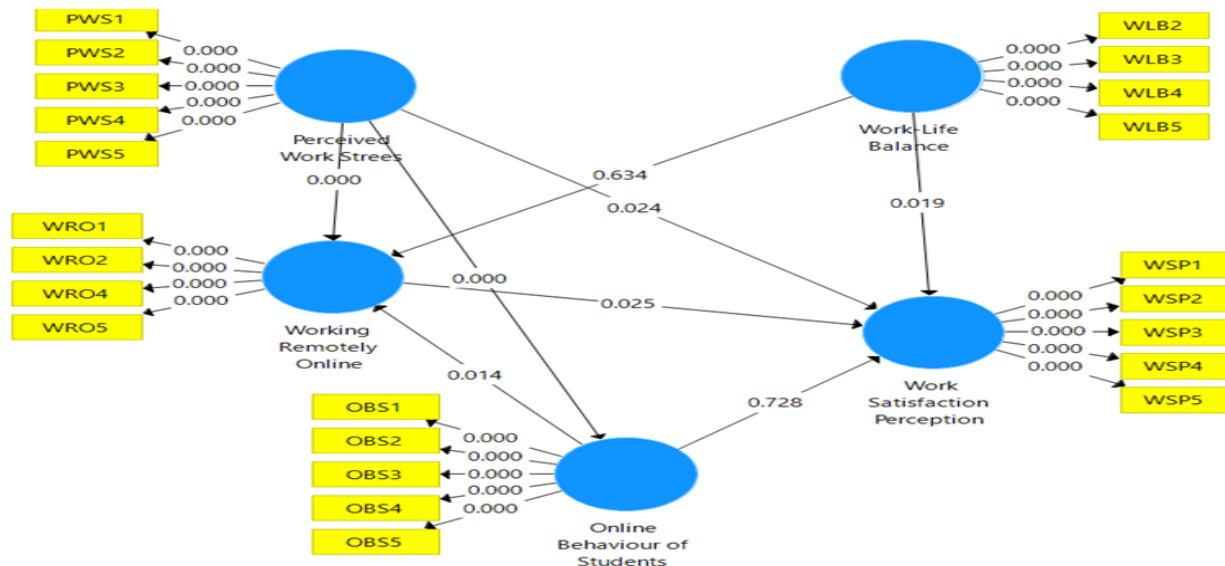

Figure 6 The Path Coefficients and Assertions Supporting the Hypotheses of the Study.

Figure 6 illustrates the perceptions of teachers toward work stress, work-life balance, work satisfaction, online behavior of students, and working remotely amidst a pandemic in the Philippines. Following the value interpretation of R-squared, a result of 0.75 is substantial, 0.50 is moderate, 0.30 is partial acceptance, and 0.25 is weak [66]. The online behaviour of the students indicated 0.335, which is partially acceptable.

Meanwhile, working remotely, model R-square indicated 0.511, which is considered moderately acceptable, and the other work satisfaction perception models are considered most explainable with an R-square of 0.635. Table 3 summarizes the path coefficients supporting the hypotheses at $p < 0.025$.

Table 3 *Summary of the Path Coefficients Supporting the Hypotheses at p < 0.025*

Hypotheses	Sample Mean	Standard Deviation	T Statistics	P Values
H1	0.305	0.133	2.266	0.024`
H2	0.354	0.165	2.245	0.025
H3	0.280	0.110	2.346	0.019
H4	-0.062	0.153	0.476	0.634
H5	0.502	0.088	5.712	0.000
H6	0.596	0.060	9.732	0.000
H7	0.030	0.100	0.348	0.728
H8	0.338	0.140	2.461	0.014

Table 4 shows a summary of the achieved R-square, also known as *variance explained*.

Table 4 Summary of the Achieved R-square

	R Square	R Square Adjusted
Online Behaviour of Students	0.335	0.328
Work Satisfaction_Perception	0.635	0.619
Working Remotely_Online	0.511	0.495

5.0 CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study provides an overview of the perceptions of teachers toward work stress, work balance, work satisfaction, online behavior of students, and working remotely during the critical period of the Covid-19 pandemic. Based on the findings of the study, they enjoy doing online teaching at home, which is a remote way of performing their tasks. Generally, they are satisfied in teaching their students at home despite the stress that they experience from work. They may be affected by the attitude of their students getting late or absent often in class,

but their satisfaction in teaching does not get affected. They may experience stress due to internet connectivity or teaching overload but not in their ability to balance their online teaching career and taking care of their family.

However, they may not always get satisfied with their work if they find difficulty in balancing their career and their duties as parents. It can be inferred that teachers are good in balancing their career with their responsibilities as parents. Satisfaction with their work goes with their ability to balance their private life and their career life. Their passion for teaching is not affected by any untoward behavior of students.

With the varied responsibilities of teachers with their students, it is recommended that they continue to maintain their strong personality and their positive attitude of not getting affected by problems that cause them to get stressed. They may resort to the use of the modular approach or to other learning modalities and strategies in teaching if the students cannot afford to have internet at home. Communication with parents of children showing untoward behavior in online classes is important So as not to be bothered while enjoying their teaching career, they may have to fix their schedule in taking care of their family. They may have to give up teaching some of their subjects in other schools in order to save them from getting stressed in their career.

More studies in the Philippines should be conducted on how teachers handle work balance, work stress, work satisfaction, online behavior of students, and working remotely during the pandemic period. On the other hand, perceptions of students toward learning may be examined. Constructs such as learning assessment, learning materials, work balance, work stress, and learning satisfaction of students may be investigated.

ACKNOWLEDGMENT

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