

Balancing Duties and Growth: A Case Study on Middle Adulthood Teachers

DOI: TBA

Received: 30 April 2025

Accepted: 30 April 2025

Published online: Day July 2025

Open access

Sheine Adrian Belando¹, Angela Ballon¹, Mary Janelle Busto¹, Jericho Diaz¹, Mariel Eran¹, Alexa Nicole Mariñas¹, & Mary Joy Martin¹

Using a qualitative case design, we examined how two mid-life Filipino public-school teachers balance professional duty and personal growth. In-depth interviews, contextual observations, and demographic reviews captured the experiences of Ms. Mary Ann C. Tuazon (42, married, mother of three) and Mr. Jommel P. Roque (40, single). Both show strong generativity—investing in students and community—yet report emotional fatigue, identity reassessment, and desires for reinvention. Tuazon juggles caregiving with a deferred dream of medical school, while Roque weighs family expectations against career ambitions and self-care. Their stories echo Erikson's Generativity-versus-Stagnation and Levinson's mid-life transition models but reveal non-linear growth paths. The study urges schools to pair pedagogy with personal-development time, flexible workloads, and accessible mental-health support to reduce burnout and sustain educational quality.

Nowadays, as individuals, teaching plays a large and important role in developing our knowledge. Teaching is usually described as sharing or presenting to others the information or skills you know. Teaching is a scientific and dynamic process in which it contains and promotes broad, creative, and critical thinking.

Teaching is a profession; it needs to adapt to everything. It requires dedication, perseverance, and extensive or continuous development. More than a profession, teaching is not just a task, it is a mission where it aims to teach, shape, and develop minds and a bright future. With the continuous development and change of the education system,

teaching needs to be embraced by teachers in an innovative, creative, and effective way to meet and reach the needs of students.

Teachers are the heart and light of education. Teachers are the second parents of students when they come to school. Their dedication and hard work to guide and cultivate the minds and abilities of their students is unmatched. Despite all the hardships and fatigue, they still remain steadfast in teaching and instilling in children the information and lessons they need to learn.

Aside from teaching lessons, teachers also serve as a foundation, role model, and inspiration for students.

¹ Bulacan State University, Bulacan, Philippines

*corresponding author: sheineadrian23@gmail.com

Research

The teacher is the determinant of the direction and systematics of learning starting from the curriculum, facilities, forms of patterns to how students should learn properly and correctly in order to access themselves to knowledge and life values (Chasani, 2022).

According to Schleicher (2012), along with their dedication, teachers also face various challenges such as excessive workload, lack of time for family, an ever-changing education system, and the need for them to continue their professional learning and development. Teachers are truly amazing because despite the problems they face, the hardship they bear is often not visible on their faces, but they still continue to teach and guide their students.

According to Anwar and Altarac (2020), day by day and month by month, teachers continue to serve in their roles and responsibilities to children. Many teachers, as they advance through their careers, reach the point of middle adulthood, which is the stage of adulthood that involves managing a professional career, personal learning and development, and family life.

Britannica (2023), indicates middle adulthood begins between the ages of 40 to 65. Middle adulthood or midlife period of adulthood is the time period between early and later maturity or late adulthood. Although it is shown that people have different perspectives and activities, it is assumed that during this stage of middle adulthood, people become more knowledgeable and aware of the meaning of mortality and reality, as well as the gradual decline and weakening of their physical abilities due to aging.

Furthermore, according to Silvestre (2023), this chapter of the midlife age in the lives of humans is sometimes hard and the time when challenges and

issues with families and finance take place. This is the time when they tend to try to balance their lives between juggling office work, taking care of their children, and taking care of their parents as well (McGinnis, 2018).

For teachers in middle adulthood, the challenges become more complex because alongside their teaching duties and responsibilities are personal and family responsibilities. Their professional demands create unique experiences during this stage.

According to Sanchez (2019), teachers in middle adulthood need to balance everything from creating lesson plans to guiding students while also managing their own development, health, and family obligations. Educators in middle adulthood encounter a turning point, where they need to balance their current responsibilities with their desires for ongoing development (Chzester, 2013).

According to Bozkus (2020), balancing responsibilities and personal growth is a major challenge for teachers in middle adulthood. Although they are required to meet their professional responsibilities, they also require chances for self-development and career progression. The difficulty in achieving this balance can affect job satisfaction, motivation, and overall wellness (Grahnmmer, 2018).

This case study focuses on teachers in middle adulthood (ages 40–65). It explores how teachers are able to balance their role and responsibilities as teachers while continuing to manage their own personal development and family responsibilities. This stage represents a vital point in Erik Erikson's theory of psychosocial development.

According to William (2021), this time is called Generativity vs. Stagnation. He argues that during this stage the challenge is to make meaningful

contributions to society through work and, at the same time, make space for personal growth and satisfaction. For educators, this is important when influencing young minds, while at the same time compel teachers to think about their careers, achievements, and future (Omahr, 2019).

This case study is both significant and interesting because it provides knowledge and information about the consolidation of midlife teachers carry in relation to their role or responsibility as providers of quality and ethical education to their students while managing both the professional growth and personal lives.

This study is designed to explore and investigate how middle adulthood teachers manage the balance between responsibility or duty and personal growth. It seeks to establish the challenges they encounter, the approaches/strategies they have adopted to establish that balance, as well as the influences that shape their capacity to remain committed to enhancing their professional lives while maintaining a commitment to their own growth.

Objectives

This study aims to explore and investigate how middle adulthood teachers (ages 40–65) navigate the balance between their professional responsibilities and personal growth.

This study aims to answer the following questions:

1. What are the key challenges that middle adulthood teachers encounter while balancing their work responsibilities and personal growth?
2. What strategies and coping mechanism do middle-aged teachers use to help balance their duties as a teacher, their personal growth, and family duties?
3. How does balancing work responsibilities and personal growth affect their job satisfaction, motivation, and overall well-being?

Theoretical Framework

This study is based on Erik Erikson's Psychosocial Development Theory, particularly the Generativity versus Stagnation phase, as well as the Self-Determination Theory (SDT) of Deci & Ryan. In this case, burnout or lack of personal fulfillment leads middle-adulthood teachers (ages 40–65) to stagnation, while they try to achieve generativity through students' education and growth.

As noted by Hailey (2015), generativity is considered one of the central developmental challenges in middle adulthood, as individuals grow older and seek to mentor and foster the next generation's skills. Hailey, also notes that generativity appears as parental, cultural, technical, and parental, all of which teachers show toward their students both academically and morally. Nevertheless, teachers suffer from stagnation, which, as defined by Erikson, happens when individuals are disengaged or feel unproductive, which results in dissatisfaction and emotional burnout among educators (Maslach & Leiter, 2016).

Alternatively, Self-Determination Theory (SDT) by Deci and Ryan suggests autonomy, competence, and relevance as three basic psychological needs of citizens, which impact the well-being and motivation of teachers.

According to Rouston (2019), these fundamental psychological necessities impact how a person behaves and makes decisions, which in turn affects their level of engagement and satisfaction in activities they partake on a personal and professional level. Teachers' autonomy permits them to independently determine how they wish to teach and what they wish to advance in within their professions (Ryan & Deci, 2000).

Research

With respect to Deci & Ryan (2017), competence implies that a person should feel useful and productive in relation to the job which motivates them to take up new professional training courses. Besides, Vanden et al. (2016), point out that motivation is enhanced through social support, and these factors are associated with the notion of social connectedness or relatedness that enables teachers to help one another.

Demographics

This case study focuses on two teachers named Mary Ann C. Tuazon and Jommel P. Roque who teaches at Guiguinto National Vocational High School.

Mrs. Mary Ann C. Tuazon is a 42 years old woman in middle adulthood. Mrs. Tuazon is married with three children and resides in a simple house. Mrs. Tuazon's family organization is highly interdependent, with a focus on mutual responsibilities and emotional encouragement. Mrs. Tuazon has two roles, parent and teacher, which causes to always negotiate personal and professional responsibilities. Economically, Mrs. Tuazon is classified as lower-middle-class and depends primarily on public-school teacher salary.

Mr. Jommel P. Roque, however, is a 40 years old male who also embodies the problems and successes of middle adulthood. Mr. Roque prioritizes career and family over personal relationships, choosing to remain single. This raises their socio-economic status to middle class slightly, giving them some money flexibility for family and basic needs.

Both respondents are from middle-aged adult experiences that are typical of Filipinos, and devoted to family well-being, invested in career growth, and aiming for stability in a country

where teachers are usually underappreciated. Gender roles also contribute to their everyday responsibilities. Ms. Tuazon assumes the traditional home caregiver role, while Mr. Roque, although active in assisting family, is viewed mostly as the family breadwinner. These roles affect the way they see and handle their personal development and work performance.

Contextual Information

Ms. Tuazon's home is urban yet supportive environment. where education and discipline are given importance, reflecting a professional background. Within the school setting, Mrs. Tuazon identified as a hard-working and caring educator who supports student-centered learning. As for her community involvement, Ms. Tuazon is somewhat active. Mrs. Tuazon's community involvement is present but limited, with participation in school-related activities while preferring solitude or family time during leisure. From a health standpoint, Ms. Tuazon has mild hypertension, which is managed by lifestyle changes, a typical health issue among adults in this age group. From a developmentally perspective, there is evidence of Mrs. Tuazon's maturity, emotional intelligence, and resilience, which contribute to effectively balancing multiple roles.

Mr. Roque engages in a particularly nurturing context, both in the home and school environment. Mr. Roque is well-regarded by peers and frequently assumes leadership of neighborhood events and programs. At home, Mr. Roque is an active participant in household tasks and has maintained a good and strong relationships with parents and siblings. Mr. Roque is a contributing member of the community, volunteers for barangay activities, and is involved with neighborhood activities. In terms of health, Mr. Roque is physically healthy with no serious health problems and exercises regularly. Mr.

Rogue development indicators show a positive self-concept, as well as a steady progression towards personal and career aspirations.

Both educators possess abundant life experiences that are critical in their current developmental stage. They represent Erikson's psychosocial stage of generativity vs. Stagnation, in which they focus on societal contribution and mentoring the next generation. Earlier encounters include the adjustment to beginning stages of teaching, the changing demands of teaching within a classroom, and the changing educational expectations. All of these experiences helped to shape their values, enhance their coping strategies, and solidify their commitment to family and students. Their middle adulthood journey consists of more than just learning to survive. It is a purposeful effort to continue to develop, change, and contribute.

Research Design

This study utilized a qualitative, observational case study design which intends to explore the experiences of a teacher in middle adulthood. Creswell (2013) describes qualitative, observational case study design as an intention to understand a complex phenomenon in real-life, through an in-depth analysis of experiences.

The study inquired into a teacher in middle adulthood's experiences to create inquiry into how one teacher balances professional obligations and personal identity exploration. The design included a combination of interviews and direct observations to obtain rich contextualized data of the teacher's lived daily life and practice over a two-week period, with a specific focus on the intersection of professional obligations and personal identity exploration.

Data Collection

For this case study, data collection method involved a combination of semi-structured interviews, observations, and document review. Semi-structured interviews were completed two times during a two-week time frame in order to gain a better understanding of the teacher's lived experiences as they related to their professional responsibilities, professional identity, and personal development. The semi-structured interview format provided the researcher with the ability to ask follow up questions and explore the themes that emerged in the interviews as the study progressed.

In-class observations took place during the teacher's school working day to observe the real time behaviors and interactions with students and colleagues. The observations occurred during three separate classes and provided rich contextual data on how the teacher transitioned from their professional to personal roles throughout the day.

Document review included the examination of lesson plans, lesson reflections, performance reviews, and other related documents to learn more about the teacher's professional experiences. The remainder of the data, for example, personal field notes and journals documented the researcher's individual reflections of the data collection process to support the trustworthiness of the study.

Data Collection

The data gathering for this case study followed a systematic step by step procedure to provide a thorough exploration of the teacher's experiences in balancing professional responsibilities with personal self-exploration.

- 1.The researchers identified a middle adulthood teacher as the subject through snowball sampling. The selection was based on the teacher’s willingness to participate and their relevance to the study's focus. The researchers choose two (2) teachers from Guiguinto National Vocational High School.
- 2.Before collecting data, the researcher secured full informed consent from the participant, ensuring they understood the study’s purpose, procedures, confidentiality measures, and the right to withdraw at any time. Any required ethical clearances were obtained.
- 3.The data for this study will be collected using a semi-structured interview. Using suitable questions related to study. It was comprising of different questions related to the balancing of duty and growth of middle adulthood teachers.
- 4.The first interview session aimed at building rapport and gaining a preliminary understanding of the teacher’s background, experiences, and thoughts on balancing work and personal development. The interview was conducted and recorded, with permission, and then transcribed for analysis.
- 5.Upon the participant’s permission, the researchers analyzed the professional documents (if available, e.g., lesson plans, schedules, reflective journals) to gain insight into the participant’s work, role, and sense of self.
- 6.Lastly, the participants are provided an opportunity by the researchers to confirm and verify the provided information to ensure accuracy. The researcher thanked them for participating, and the data collection stage of the process was complete.

This methodology captures both the personal and objective views of the subject's life during middle adulthood, hence giving a more complete account of their experiences.

Results

Question	Response Summary
1. Challenges in balancing teaching and personal growth	Time is the biggest challenge due to the heavy workload (lesson plans, activities, reports) often extending into the evening. This leaves little time for seminars, reading, or rest. The emotional weight of teaching, especially when students face hardships, can also spill into personal life.
2. Methods or strategies for maintaining balance	Time management and setting clear boundaries between work and personal life are key. Dedicates specific hours for school tasks and reserves the rest for family or self. Seeks help from colleagues to ease workload and makes time for workshops and professional reading, especially in social sciences and research.
3. Effects of balance on job satisfaction and well-being	When balance is achieved, it boosts happiness, motivation, and effectiveness as a teacher. It enhances personal growth and improves mental and emotional health, leading to greater patience and job enjoyment. Without balance, fatigue and discouragement may occur—thus, self-care and time management are essential.

Table 1. The responses of Mrs. Tuazon about balancing her professional responsibilities with her personal growth. Mrs. Tuazon cites time limitations and emotional strain as key obstacles, noting that lesson planning and concerns about students cross the boundaries of the school day. To keep a balance, Mrs. Tuazon emphasizes time management, working with colleagues and upskilling via workshops and reading. Successfully managing these responsibilities results in higher job satisfaction, motivation, and emotional well-being, while failure to do so leads to stress and exhaustion.

Question	Response Summary
1. Challenges in balancing teaching and personal growth	As a male teacher and family breadwinner, the main challenge is balancing time and finances between work, personal growth, and family responsibilities. Often, family needs take priority over personal development (e.g., graduate studies or training).
2. Methods or strategies for maintaining balance	Careful time and financial management are essential. Budgeting ensures some resources are reserved for personal growth. Allocates time for self-care through reading, exercise, and social interaction to prevent burnout.
3. Effects of balance on job satisfaction and well-being	Successfully balancing these aspects increases motivation and job satisfaction. It provides a sense of fulfillment both as a teacher and family provider, leading to reduced stress and increased productivity in the classroom.

Table 2. The responses of Mr. Roque a male teacher who serves as the breadwinner of the family, which underscores the difficulties in managing professional responsibilities alongside personal development and family duties. Mr. Roque faces financial constraints and emotional pressure, often prioritizing family needs over professional development. To manage these challenges, Mr. Roque employs careful financial planning, time management, and self-care activities while seeking support from family and colleagues. Achieving balance leads to greater motivation, productivity, and job satisfaction, but failure to do so results in stress and reduced motivation, emphasizing the need for institutional and emotional support to sustain both his career and well-being.

During the interview, it was observed that balancing duty and personal growth is not that easy as it looks. Balancing personal growth and professional responsibilities during middle adulthood presents a significant challenge, particularly for individuals with familial obligations. At this stage of life, considerable time and effort are devoted to both family and career, often leaving little opportunity for personal development. However, achieving a balance between these aspects is more feasible for individuals in a stable social and financial position, as well as those with a supportive partner who can share family responsibilities. In such circumstances, individuals may have greater flexibility to pursue personal growth while effectively managing their professional and familial roles.

Limitations

One of the limitations of this study is that there was a limited number of participating teachers, so the experiences of all teachers in middle adulthood cannot be fully covered. The information gathered is only based on their own experiences, ideas and feelings, so it is only influenced by their personal experience, and another limitation is that this study only focuses on their current situation, it does not use a broader and deeper study of their profession and life.

Conclusions

The findings of this case study show that Ma'am Mary Ann C. Tuazon and Jommel P. Roque are among those who are experiencing significant changes characteristic of middle adulthood. Their narratives emphasize a clear connection between their professional responsibilities as educators and their personal needs. Mrs. Tuazon, a 42 years old teacher at Vocational National High School, is also experiencing emotional exhaustion despite everything what is possible experiences as a teacher, a child, and above all a mother.

Similarly, Mr. Roque, 40 years old who also teaches at the Guiguinto National Vocational High School, is also a teacher who, like Mrs. Tuazon, is also experiencing questions about self-esteem and fulfillment that go beyond his classroom accomplishments. These observations are directly related to our research question: How do teachers in middle adulthood navigate the balance between duty and growth?

For both participants, the tension between maintaining professional excellence and exploring personal interests was evident. In Mrs. Tuazon answer to us in the interview, mentioned that teaching is first desired course because Mrs. Tuazon wanted to become a specialized doctor but was delayed because of a mother early, especially due to family and work obligations. Mr. Roque says that despite of those roles as a son and elder brother in their family, Mr. Roque still able to balance them and still has time for himself. The findings suggest that middle adulthood is not only a period of stability but also an important time for re-evaluation and reinvention. These feelings describe the internal conflict that many midlife adults face. The need to care for others while taking care of themselves. Such duality reflects the broader struggle between duty and self-discovery, a central theme in this research.

The results of this research strongly correspond to Erik Erikson's stages of Generativity vs. Stagnation, which is during mid-adulthood (ages 30-60). Tuazon and Roque are both very much involved in generative activities, instructing students, assisting colleagues, and being productive in their school communities. Their deepening interest in personal projects and emotional exploration implies similar journeys which guarantees that they do not fall into a state of inaction or personal disconnection. Their actions

Research

also respond to Erikson's premise that adults attempt to find meaning within their lives in both the private and public sphere.

Secondly, the case is supportive of Levinson's Seasons of Life Theory, particularly the idea of Mid-Life Transition. In accordance with Levinson, during this stage, one re-examines goals, values, and the balance between individual aspirations and social commitments. Both Tuazon and Roque seem to be at this transition stage. They look back on their life paths and work to incorporate aspects of their identity that were once ignored. This aligns with Levinson's suggestion that midlife can be a period of creative change instead of mere deterioration. Although both Erikson and Levinson focus on potential and growth in middle adulthood, the research also somewhat contradicts the linearity of these theories. Mary Ann and Jommel are not progressing through a clearly defined phase rather, they being contented between fulfillment and satisfaction with what they have in life now. Their narratives are in favor of a more active understanding of middle adulthood, which acknowledges both growths.

The life stories of Mary Ann C. Tuazon and Jommel P. Roque, carry important lessons on how we are to support teachers during middle adulthood. To begin with, schools and schools of education need to understand that professional growth must go beyond skill building to personal development. By giving sections for endeavors artistic, support social, and even trainings about health mental, can educator's midlife be encouraged for continue thriving both personally and professionally. Burnout been could prevented and self-discovery fostered with more extensiveness network support. Policymakers should note take of findings this because it suggests flexibility must institutions have.

Educators such as Mrs. Tuazon and Mr. Roque get to enjoy schedules or workloads that allow them to pursue personal development activities, be it artistic ventures, continuing studies, or hobby projects. Midlife must not be considered a fixed stage of routine action but instead a time for teachers to reconnect with their inner motivations and redefine themselves. Teaching that is more creative and inspired can be achieved by providing the necessary time, place, and resources.

Finally, this case study has broader implications for how middle age is viewed in society. It should be seen as an important phase of transformation rather than as a level and a time of accommodation. People's feeling of purpose and well-being emotional can be bettered by them pushing to attain objectives own their, even combined with responsibilities social. Mr. Roque and Mrs. Tuazon experiences demonstrate that growth personal in adulthood middle not possible only, but also essential is for development ongoing.

In this case study, the researchers found out that one of the keys to properly fulfilling responsibilities is time management. Being healthy is also one of the reasons why they are able to fulfill their responsibilities at school, home, and even in their own development. Researchers also found that their responsibilities have an impact on what career they pursue. The study conducted also revealed that the decisions they made in their careers had a significant impact on who and what they are today. The study found that they divided their work hours well, apart from family time and even time for themselves to develop further. It has also been found that being stressed can have positive effects because being stressed helps a person grow. Family problems, work or career problems, and even personal problems are indications that facing or solving these problems

helps you grow or become a mature person.

One of the effective recommendations is the proper time management that you will do to fulfill your responsibilities at work, family, and yourself. Eat healthy foods so that you don't get sick, go to an environment that is purely positive and not surrounded by negative people that will cause you some of negative effects of stress. It drains your energy and it will make your brain full of negativity about life and because of that your physical body will also suffer. Surround yourself with positive people so That your mind and your physical body will be healthy and its help your own development in different ways. Lastly, do what makes you happy, do what you truly believe is your calling because doing things that are against your will will only lead to resentment and regret.

Future research on teachers in middle adulthood will consider how, or if, satisfaction changes over time and how this will impact their effectiveness in teaching. This research emerging from longitudinal studies will provide information about whether job satisfaction improves with experience and what factors impact these outcomes.

Additionally, the research may also examine how opportunities for professional development either increase or decrease motivation, effectiveness, or the ability to adapt and transfer new teaching practices or modalities. The assessment of both their work and personal approaches may yield valuable information in assisting policy developers in determining initiatives that best support educator's sustainable development in practice.

Another possible research topic for future studies would be the work or life balance of mid-life teachers. Studies may examine the mental health effects in negotiating the responsibilities of teachers,

students, and families as teachers, students, and families expand their personal lives. Also, research could provide information on the role mentorship or being in a leadership position plays in increasing teacher retention or developing a positive school culture. Understanding any of these areas would assist in immeasurable ways to develop policy that places educator's wellness at the leading edge in promoting sustainable teacher practice.

1. Bradley, C. L. (1992). GENERATIVITY VS STAGNATION: A STUDY IN VALIDATION OF a MEASURE.<http://summit.sfu.ca/system/files/iritems1/3821/b14263531.pdf>
2. Chu, S., & Majumdar, A. (2012). Opportunities and challenges for a life energy future. *Nature*, 488(7411), 294–303. <https://doi.org/10.1038/nature11475>
3. Kim, H. K. (2014). Work-Life balance and employees' performance: the mediating role of affective commitment. *Global Business and Management Research*, 6(1), 37. <https://www.questia.com/library/journal/1G1-390091123/work-life-balance-and-employees-performance-the>
4. Lachman, M. E., Teshale, S., & Agrigoroaei, S. (2014). Midlife as a pivotal period in the life course. *International Journal of Behavioral Development*, 39(1), 20–31. <https://doi.org/10.1177/0165025414533223>
5. Lauermaann, F. (2013). Teacher responsibility from the teacher's perspective. *International Journal of Educational Research*, 65, 75–89. <https://doi.org/10.1016/j.jijer.2013.09.005>
6. McWilliams, N. (1977). Personality Theory at Middle Age: Generativity vs. Stagnation. *Contemporary Psychology*, 22(1), 25–27. <https://doi.org/10.1037/015705>
7. Scriven, M. (1994). Duties of the teacher. *Journal of Personnel Evaluation in Education*, 8(2), 151–184. <https://doi.org/10.1007/bf00972261>
8. Srivastava, S., John, O. P., Gosling, S. D., & Potter, J. (2003). Development of personality in early and middle adulthood: Set like plaster or persistent change? *Journal of Personality and Social Psychology*, 84(5), 1041–1053. <https://doi.org/10.1037/0022-3514.84.5.1041>
9. Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). The Development of the person: the Minnesota study of risk and adaptation from birth to adulthood. *Choice Reviews Online*, 43(04), 43–2509. <https://doi.org/10.5860/choice.43-2509>

10. Synthesizing Profiles of Public-School Teachers for an Informed Strategic work-life Balance - International Journal of Research and Innovation in Social Science. (2025, February 12). International Journal of Research and Innovation in Social Science.
<https://rsisinternational.org/journals/ijriss/articles/synthesizing-profiles-of-public-school-teachers-for-an-informed-strategic-work-life-balance/>

Appendix

First Respondent Interview

1. What challenges or difficulties do you face as a teacher while balancing your work responsibilities and personal growth?

- Bilang isang guro, isa sa pinakamalaking hamon para sa akin ay ang oras. Kadalasan, marami akong kailangang ihanda gaya ng lesson plans, activities, mga reports na halos madalas ay umaabot hanggang gabi. Dahil dito, minsan nawawalan na ako ng sapat na oras para sa aking sariling pag-unlad, tulad ng pagkuha ng mga seminar, pagbabasa, o simpleng pagpapahinga. Bukod dito, hamon din para sa akin ang emosyonal na bigat ng pagtuturo, lalo na sa mga estudyanteng may pinagdaraan. Mahirap kasi na minsan hindi maiwasang hindi madala ang mga alalahanin ng klase sa bahay o sa ating personal na buhay.

2. What methods or strategies do you use as a teacher to maintain balance between your duties as a teacher, personal growth, and family responsibilities?

- Sa akin para mapanatili ko yung balance sa mga gawain, sinusubukan kong maging maayos sa oras at magkaroon ng malinaw na hangganan sa pagitan ng trabaho at personal na buhay. Sa akin kasi time management is very important talaga. Halimbawa, itinatakda ko ang isang oras kung kailan ko lamang gagawin ang mga gawain sa paaralan at pagkatapos ay ibinibigay ko na ang natitira kong oras sa aking pamilya o sa aking sarili. Natutunan ko ring humingi ng tulong sa mga kasama o kapwa ko guro upang mapagaan yung aming trabaho. Bukod pa rito, sinisikap ko

rin na maglaan ng oras para sa mga aktibidad namakatutulong sa aking personal na pag-unlad, tulad ng pagdalo sa mga workshop, pagbabasa ng mga materyales na may kaugnayan sa aking propesyon lalo na at ang hawak ko ay social sciences at research subject.

Second Respondent Interview

1. What challenges or difficulties do you face as a teacher while balancing your work responsibilities and personal growth?

- Bilang isang lalaking guro na breadwinner, isa sa pinakamalaking hamon para sa akin ay ang patuloy na paghahanap ng balanse sa pagitan ng trabaho, sa personal at responsibilidad sa pamilya. Sa amin kasi ako ang pangunahing sumusuporta sa aking pamilya, kailangang pag-isipan kong mabuti kung paano hahatiin ang kita at oras ko. Minsan, inuuna ko ang pagtutustos sa pangangailangan ng pamilya ko kaysa sa sarili kong pag-unlad tulad ng pagkuha ng graduate studies o pagdalo sa mga training.

2. What methods or strategies do you use as a teacher to maintain balance between your duties as a teacher, personal growth, and family responsibilities?

- Sa akin para mapanatili ko ang balance sa lahat ng bagay, natutunan kong maging mas maingat sa paghawak o paggamit ng oras at pera. As a bread winner of our family mahalaga kasi para sa akin ang tamang budget plan para masiguro kong may naitatabi ako para sa sarili ko kahit kaunti habang tinutugunan ko ang pangangailangan ng pamilya ko. Sinisikap ko ring maglaan ng oras para sa sarili kahit sa simpleng pagbabasa ng libro, pag-eehersisyo, o pakikisalamuha sa mga kaibigan upang hindi ako m

3. What do you think are the effects of balancing work responsibilities and personal growth on your job satisfaction, motivation, and overall well-being?

- Kapag maayos kong nababalanse ang trabaho ko, personal na pag-unlad, at responsibilidad ko sa pamilya siyempre masarap sa pakiramdam kasi mas nagiging motivated ako sa aking propesyon. Ramdam ko ang fulfillment hindi lang bilang guro kundi bilang isang tumatayong bread winner ng pamilya namin. Mas nagiging produktibo rin ako sa klase dahil hindi ako masyadong stressed o drained.

Please contact editors@gesri.org for an English translation of the interview(s)