Perceptions toward achieving work-life balance and job satisfaction in online teaching

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Abstract Online teaching has been implemented in the Philippines as a consequence of the critical global crisis that started in early 2020. Many higher education institutions still conduct online classes. However, research studies on employer's support, workspace, and attitudes of students in relation to work-life balance and job satisfaction of teachers teaching online have been rarely explored, creating a gap in this area. Thus, the major objective of this study is to examine the perceived effects of employer's support, workspace, and attitudes as teachers pursue work-life balance and job satisfaction in their online teaching job. A total of 256 responses extracted via the Google form link were analyzed with the aid of Smart PLS. Seven of the eight hypotheses tested were supported where p< 0.025, while one was not supported where p > 0.05. The findings revealed that work-life balance is positively influenced by workspace but not students' attitudes; job satisfaction may be affected by workspace but not work-life balance and full support from an employer; and teaching online is positively affected by workspace and employer's support but not students' attitudes. In conclusion, teachers who teach online experience challenges but still manage to attain work-life balance and satisfaction from their job. For students who exhibit negative attitudes, this implies that teachers need to talk with them and find out their reasons for doing so. Making their lessons more interesting could minimize such problem. It is highly recommended that future researchers consider adding varied statistical tools, wider sampling of schools for their participants, and more teachers from community colleges and degree programs of higher education institutions. In order to validate the findings shown in the study, a replication may also be performed in a different region in the country.

Keywords: higher education institutions, hybrid learning, in-person classes, online classes

1. Introduction

CHED Chairman Prospero de Vera states that school administrators can craft a learning set-up that best suits their degree programs (CNN Philippines Staff 2022). Online learning, a modality in the early 2020s due to the onset of coronavirus (COVID-19), has become an accepted and preferred practice among college students and teachers. Teaching online has become an alternative way of continuing the traditional face-to-face teaching practice, especially for schools with a large population but a limited number of classrooms (Marx et al 2021; Pöysäri 2020; Kazekami 2020; Blackburn et al 2017). These publications concluded that there is a relationship between an individual's work–life balance and subjective norms (family and friends). Working from home may lessen feelings of isolation and enhance family harmony (work-life balance), while working away from home minimizes family encounters and promotes production (Irawanto et al 2021; Contreras et al 2020). Thus, the major objective of this study is to examine the perceived effects of employer's support, workspace, and attitudes as teachers pursue work-life balance and job satisfaction in their online teaching job.

1.1. Teaching Online

In a study conducted by Rinekso et al (2021), teachers showed positive responses to the implementation of online teaching and learning modalities during the pandemic. Their study confirmed that there is a positive relationship between online teaching and good access to online resources for managing their online class. They considered online work as an opportunity for upgrading their information technology (IT) skills and literacy as well as for shaping students to be more resilient and adaptable. Also, they recognized that online learning played an important role in associating teachers, students, and instructional materials.

However, in the study of Naik et al (2021), teachers are moderately satisfied with the conduct of online classes. Discontent (lack of satisfaction) with virtual teaching may be linked to technical facilities issues in rural areas and others. In contrast, eductech has created new opportunities for individuals to strengthen their professional abilities.

1.2. Employer's Support

Rhoades and Eisenhower (2002) reviewed more than 70 studies about perceived organizational support and its effect in the workplace. The studies were conducted in industries covering manufacturing and farming, as well as education, healthcare, government, and private enterprise. The managerial support at all levels of the organization, particularly support from top management, is crucial for the success of creating a work from home program (Aropah et al 2020; Kowalski and Swanson 2005). Management should keep track of and analyze current organizational support, including the usage of technology, support linked to technology, and other factors not related to technology (Aropah et al 2020). This is done to improve employees' employment while they work remotely.

Employers give importance to people who are loyal and dedicated. A supportive organization reinforces the expectations of employees--that employees are rewarded if they do hard work and high performance. An employer's support results in improved job satisfaction and increased commitment.

1.3. Work-life Balance (WLB)

Greenheads et al (2003) defined *work-life balance* as "the extent to which an individual is engaged in an equally satisfied work role and family role." Campbell Clark (2000, in Ilic-Kosanovic 2021) stated that it is "satisfaction and efficient work having the least amount of role conflict both at work and at home." Thus, a teacher engages in a job and tends to his/her family as well. Solomon et al (2022) stated that work–life balance could be linked with job satisfaction. Due to the improved quality of life, an employee with a balanced existence is more likely to accomplish duties efficiently and successfully. According to Al-Alawi et al (2021), subjective factors like family and school support benefit teachers' performance. Due to the improved quality of life, a balanced life enables the employee to complete tasks efficiently and effectively. Ilic-Kosanovic (2021) 's most impacted employees are those with children. In her study, teaching staff at all levels, particularly those with school-aged children, struggled to preserve work-life balance when working from home.

1.4. Workspace

Some technical aspects of work space in remote work environments, such as overall aesthetic quality, excellent transfer of information, interaction, and communality, are essential. Lack of concentration due to distractions and unnecessary speech noise has to be avoided. Few issues are caused by technical solutions such as insufficient working or storage space, mobile technology issues, or a lack of privacy. Common complaints include concentration issues, interruptions, and extraneous speech noise (Sirola et al 2017; Engelen et al 2018; Di Blasio et al 2019).

After spending countless hours working remotely, many people are dissatisfied with how their household responsibilities are divided. Work-family issues may arise due to factors including extended working hours and poor space management (Solis 2016). When creating work-from-home standards based on the distinctive qualities of work-from-home employees, practitioners should consider their individual preferences (Golden 2012; Rodríguez-Modroño and López-Igual 2021; Gajendran and Harrison 2007; Hammer et al 2005). The suitability of the workplace at home, according to Nakrošienė et al (2019), is the most critical element impacting the outcome of remote work.

1.5. Job Satisfaction

Job satisfaction (WS) is defined as a person's emotional state while at work, which might impact individual satisfaction (Lund 2003). According to Virick et al (2010), the most frequently stated benefit of working remotely is *improved job satisfaction*. Workers are contented with things that help them achieve their job objectives (Solomon et al 2022). The success of establishing a work-from-home program requires managerial support at all levels of the firm, notably from senior management. In a study conducted by Al-Alawi et al (2021), it was revealed that job satisfaction has a positive and highly significant impact on teachers' performance. Thus, according to Aropah et al (2020), management should maintain track of and assess present organizational support, including technology utilization, technology-related support, and non-technological variables.

1.6. Students' Online Attitude

The study by Herguner et al (2020) revealed that online learning attitude of learners has a positive effect on their online learning readiness. As a result, they suggested that in order to provide learners with decent online learning, there is a need to form a basis for online learning readiness by creating a positive online learning attitude. As Mishra et al (2006) stated, a completely different teaching strategy is needed to capture students' attention and enthusiasm for a certain lesson. Dhawan (2020) claimed that one of the best virtual means of teaching and learning is *Zoom*.

1.7. Theoretical Framework of the Study

This study is anchored on the Theory of Work Adjustment (TWA) established by Dawis et al (1964, in The Careers Group, n.d.) from the University of Minnesota. This theory explains that if a person's 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.

Another theory that supports this study is that of Abraham Harold Maslow's (1943) Needs Fulfillment Theory in his paper "A Theory of Human Motivation" published in the journal *Psychological Review*.The theory explains that if the needs of a person are fulfilled, he gets what he wants, and he or she is satisfied. However, if the needs of that person are not fulfilled and he or she does not get what he wants, that person becomes dissatisfied.

Given the related literature and the theoretical background, the researchers developed the hypothetical conceptual framework of the study, as shown in Figure 1.
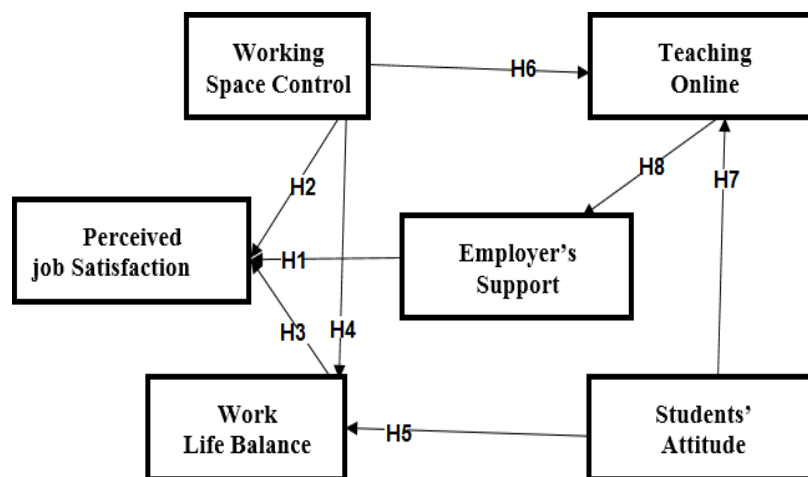

Figure 1 The hypothetical conceptual framework of the study.

1.8. Research Hypotheses

The participation of teachers in professional learning is critical to their 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 (McIlveen et al 2019). 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 and Eveline 2011).

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 (Fontinha et al 2018). Brazeau et al (2020) 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: Absence of support from an employer may affect job satisfaction

Hypothesis 2 : Job satisfaction may not be affected by workspace

Hypothesis 3: Work-life balance (WLB) has a positive influence on job satisfaction.

The online platform, in a study conducted by Rathnaweera and Jayathilaka (2021), has a good effect on work-life balance. It is an effective form of working that covers a wide range of tasks and encourages flexibility. Thus, the following hypotheses were raised:

Hypothesis 4: Workspace positively influences work-life balance.

Hypothesis 5: There is no relationship between students' attitudes and work-life balance.

Mishra et al (2006) suggested that more research should be conducted 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 (Aguilera-Hermida 2020). Thus, the researchers hypothesized:

Hypothesis 6: Teaching online is positively affected by workspace*.*

Hypothesis 7: There is no relationship between students' attitudes and teaching online*.*

Employees are loved by their employers if they perform their job well, if they are always present, and if they do not resign from their company. They also want their company to value their effort. When they feel that employers value their

contribution, care about them, and give aid when needed, they seldom think of leaving their employers (Rhoades and Eisenhower 2002).   Thus, the researchers hypothesized:

Hypothesis 8. There is a relationship between teaching online and support from employer support toward job satisfaction.

2. Material and methods

2.1. Research Design

A descriptive-quantitative research using SmartPLS 3.0 software application was used in the study. This software has an intuitive graphical user interface (Hair et al 2019) that can create a PLS Algorithm model and a bootstrap version. The results gave information on reliability and validity, discriminant validity, path coefficients, factor loading, and graphs to present outcomes.

2.2. Subjects' Initial Data Screen

In any cross-sectional study where the sample population is unknown, a sample size of 377 is recommended. Studies suggest that a response rate of 60 to 95 percent is the minimum recommended size of your survey (Saqueeb et al 2021; Pineda et al 2022). Thus, the researchers of this study set a target of 377 responses, and 256 were obtained, resulting in a 68 percent response rate.

This study's data screening involved coding the information obtained from participants via a Google form in Microsoft Excel for further screening. The initial data screening was carried out on 33 indicators with 256 cases and zero missing values observed upon checking the raw data in the SmartPls data screening properties.

The mean data distribution indicated 3.393 as the lowest and 4.214 as the highest; the median indicated 4.000 to 5.000. Meanwhile, medium-sized samples that were above 50 but less than 300, at an absolute z-value of 3.29, concluded the distribution of the sample was normal (Hair et al 2022; Hair et al 2019). Data beyond two standard deviations away from the mean is considered "unacceptable" data (Hair et al 2022). However, a considerable standard deviation of the distributed data was achieved, which ranged from 0.991 to 1.054 in this study.

The kurtosis and skewedness of the results were used to support the usefulness of the data distribution in this study. Although skewness and kurtosis cannot be interpreted in a definitive way, numerous studies indicate that they are arbitrary answers, such as multiplying the standard error of the skewness by 2 and comparing the outcome with the skewness statistics (Solomon et al 2014; Kleinbaum et al 2007), some recent studies suggest justification based on the Cramer-von Mises *p*-value of less than 0.05 (Hair et al 2022; Ringle et al 2015). The kurtosis and skewedness of this current study achieved a Cramer-von Mises *p*-value of less than 0.000. Thus, further screening, measurement reliability, and validity were demonstrated later in this study to validate the findings.

The subjects included 256 university teachers from Bulacan State University, Baliuag University, City College of Angeles, Angeles University Foundation, Holy Angel University, and two other higher education institutions in Region 3. Their educational attainment ranged from undergraduate to postgraduate.

2.3. Instruments

Survey questionnaires were sent electronically via Google Form to college instructors in Bulacan, Philippines. The items were based on previous studies that explored employers' support, work-life balance, job satisfaction, working space, online teaching, and the online attitude of students. Taherdoost (2016) and Agboola (2022) state that a well-designed questionnaire could provide reliable information.

The SmartPLS tool was used to analyze the structural and hypothesized models. Its simple graphical pattern addresses the problem of limited sample size and successfully manages complex models with many regression paths (Ronkko et al 2016; Hair et al 2019). It is a variance-based statistical tool for structural equation modeling that can predict variable connections (Ringle et al 2018). The researchers adopted the algorithm and bootstrapping properties of the SmartPLS 3.3.9 version.

2.4. Measurement of Reliability and Validity

To check the internal consistency of the items, an estimate based on the composite's output value was used (Hassan et al 2018). The composite reliability illustrates the factor loadings of the composite included in the model. It is used to validate measurement models; the recommended composite reliability should be above 0.7 (Mai et al 2018; Hair et al 2019). As shown in Figure 2, all the achieved values indicated in the circle, direct or indirect, are supported at 0.827 and 0.919.

Along with convergent validity, which identifies the strength of the positive relationship between two concept measures, discriminant validity is also recognized as a subset of construct validity. *Average extracted variance* (AVE) exceeding 0.5 may provide the basis for validity (Yalung et al 2020; Pineda et al 2022; Solomon 2021). In Figure 3, all the achieved AVE values indicated in the circle are supported at 0.615 and 0.741.
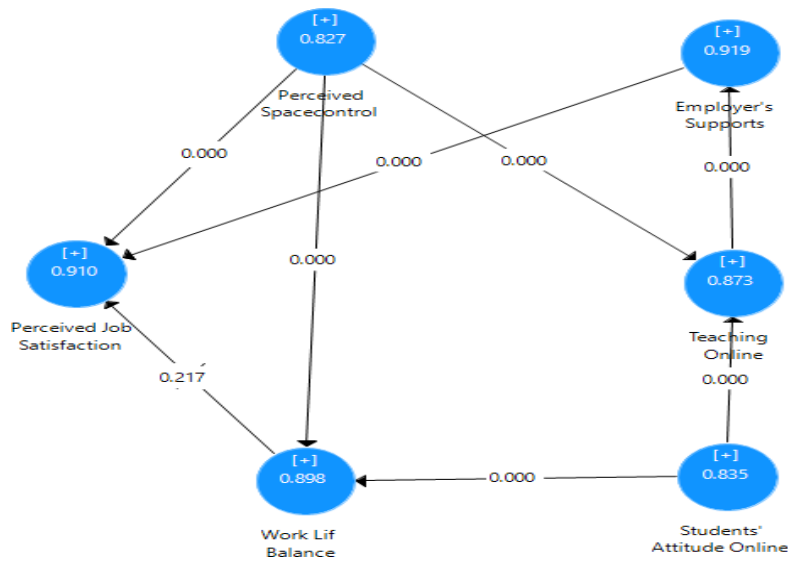
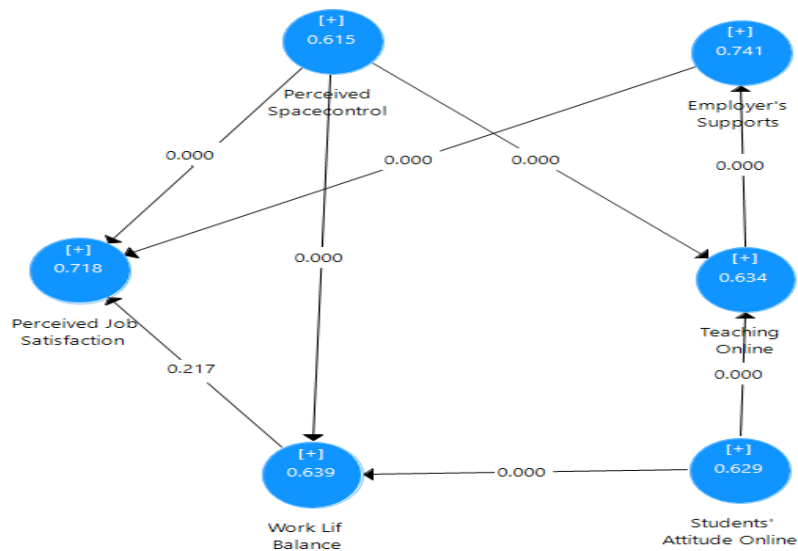**Figure 2** Composite output values achieved.

Figure 3 Achieved AVE values.

According to prior research, discriminant validity investigates the links between variables (Henseler et al 2015). Discriminant validity was based on a HTMT threshold that was below 0.85 adoptions. However, all construct validity and reliability were confirmed as recommended.

2.5. *Participants' Details*

According to this study, 61% of the participants were female, compared to 40% of the men. In terms of respondents' educational attainment, those with a bachelor's degree make up 62% of the sample, master's degree (26%), and Ph.D. (doctorate) (12%). The intermediate (42%), and a beginner (35%), categories for technical knowledge. At the advanced level, only 23% were noted.

2.6. *Retained and Used Indicators for Each Construct*

Thirty-three (33) *indicators* were used for the structural equation modeling of this study. Twenty (20) were found valid with a factor loading of above 0.6. Having obtained the structural measurement through the (PLS) algorithm, bootstrapping was performed to stabilize the number of sub-samples. These were originally *256,* adjudged to be 3000 samples, in order to confirm the results of path specifications and estimations. Table 1, the instrument used in the study, shows the retained *indicators* and their justified factor loading (Figure 4).

Table 1 Instrument used in the study.

Dimension	Retained Indicators	Loading
Teaching Online	TO2. Working online, I feel, results in appropriate work quality.	0.739
	TO3. I am technically competent enough to do things while at home working online.	0.797
	TO4. I have expectations for the chores I complete while at home working.	0.818
Work-Life Balance	WLB2. I put my personal interests on hold because of work.	0.825
	WLB3. I have to sacrifice my free time. Since I work from home	0.927
	WLB4. I cannot differentiate employment from idleness.	0.818
	WLB6. My work contributes to my complete happiness.	0.922
Employers' Support	SAO2. When students show a carefree attitude during online meeting, I become anxious.	0.903
	SAO3. When learners are not participating in the topic in class, it makes me uneasy.	0.914
	SAO4. When learners fail their exams, it concerns me.	0.804
Work Space	WSC1. My space at home is free from distractions.	0.897
	WSC3. I am comfortable in my space to conduct my online class.	0.824
	WSC5. My workstation has insufficient privacy.	0.739
Job Satisfaction	PJS2. I consider my coworkers to be enjoyable to work with.	0.944
	PJS4. My employer is pleased while working remotely.	0.899
	PJS5. I receive the policies I need to complete my task efficiently.	0.936
Students' Attitude Online	SAO1. I feel that students exhibit untoward behavior.	0.882
	SAO2. When students show a carefree attitude during online meeting, I become anxious.	0.903
	SAO3. When learners are not participating in the topic in class, it makes me uneasy.	0.914
	SAO4. When learners fail their exams, it concerns me.	0.804

Table 2 shows the path coefficients and assertions in relation to the hypotheses of the study. It illustrates the structural equation modeling done in the study. The path coefficients supporting the hypotheses at $p < 0.025$ are summarized in Table 3. Seven of the eight hypotheses are supported at $p < 0.025$, while one is supported at $p < 0.05$. The hypothesis that *Work-life balance (WLB) has a negative influence on job satisfaction: Job satisfaction (JS) is linked to* work-life balance is not supported with a p-value proved to be 0.392. This indicates that teachers with a balanced work-and-family life have no effect on the satisfaction they obtain from their job.

Table 2 Path coefficients: mean, standard deviation, t-values, p-values.

| Constructs	Original Sample	Sample Mean	Standard Deviation	T-Statistics	P-Values
Employer's Support -> Perceived Job Satisfaction	0.481	0.420	0.180	2.671	0.008
Perceived Space control -> Perceived Job Satisfaction	0.524	0.535	0.163	3.223	0.001
Perceived Space control -> Teaching Online	0.481	0.431	0.178	2.697	0.007
Perceived Space control -> Work-Life Balance	0.396	0.360	0.201	1.972	0.049
Students' Attitude Online -> Teaching Online	0.430	0.492	0.169	2.543	0.011
Students' Attitude Online ->Work-Life Balance	0.442	0.457	0.189	2.337	0.020
Teaching Online -> Employer's Supports	0.717	0.755	0.095	7.586	0.000
Work-Life Balance -> Perceived Job Satisfaction	0.153	0.159	0.179	0.856	0.392
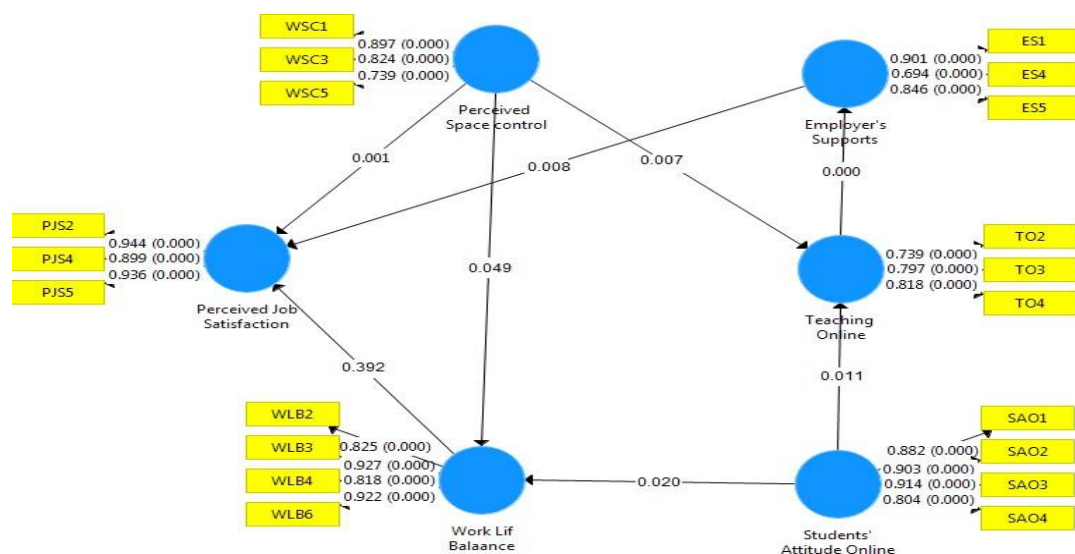
Figure 4 Structural equation modeling showing the path coefficients.

In figure 5 the achieved R-squares and outer factor loading of the five constructs are shown in the study. The variance explained (R^2) of 0.515 indicates 51.5% achieved for the employer's support construct (ES), and the outer factor loading of the 3 indicators was confirmed to be greater than 0.6. For the *perceived job satisfaction (PJS) construct, a variance explained (R^2) of 0.718, indicates 71.8% achieved*, with only 3 indicators above 0.6-factor loading. For the teaching online (TO) construct, a variance explained (R^2) of 0.698, implies 69.8% achieved with confirmed 4 valid indicators, and work-life balance (WLB), a variance explained (R^2) of 0.591, implies 59.1% achieved with confirmed 5 valid indicators (Oluyinka and Cusipag 2021, Solomon, 2021).

Furthermore, all the variance explained demonstrated the true values of the factors suggested in this study since all the displayed variations exceeded the value of 0.50 and a factor loading of 0.60 thresholds. Meanwhile, *perceived job satisfaction* indicated the most significant construct of all. Table 3 shows a summary of the achieved R-squares of the study.
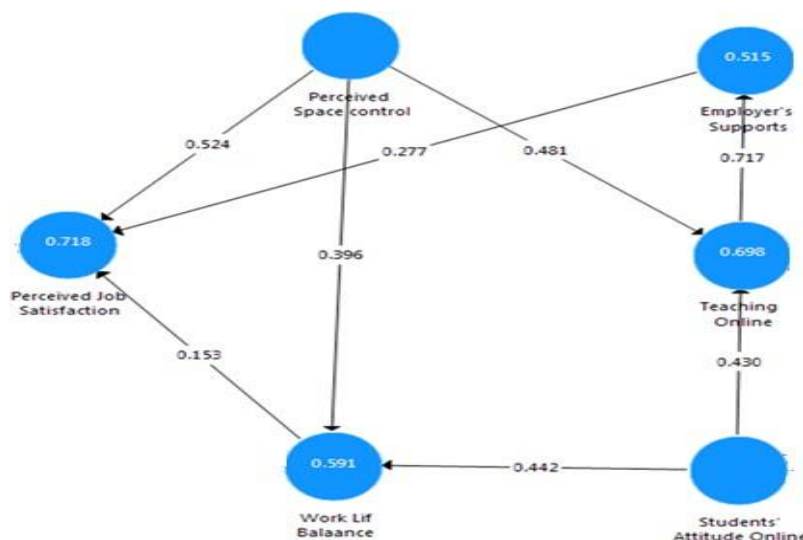

Figure 5 The achieved r-squares, also known a variance explained.

Table 3 A summary of the achieved R-squares.

R Square

Matrix	R Square	R Square Adjusted		
			R Square	R Square Adjusted
Employer's Supports			0.515	0.494
Perceived Job_Satisfaction			0.718	0.678
Teaching _Online			0.698	0.671
Work Lif_Balaance			0.591	0.554

3. Results and Discussion

The quantitative statistical treatment performed revealed the results of the investigated research hypotheses.

Hp 1: Absence of support from an employer may not affect job satisfaction. Perceived lack of employers' support with validated items (ES1, ES4 and ES5), in relation to job satisfaction of teachers with validated items (PJS2, PJS4 and PJS5), has a *p*-value of 0.008, which supports *Hypothesis 1,* where *p* <0.05 and is significant.

The result shows that that even if the employer does not give full support to the teacher, the teacher is still satisfied with his/her job. This happens among public school teachers who may receive a meager salary but still enjoy their teaching job. They find it an achievement on their part to teach students even in a remote environment. They exhibit the true character of a teacher, that is, teaching is a devotion. They find ways to deliver instruction with high performance. This is seen in the different teaching materials they prepare and design just to make teaching and learning process fun, easy, and accessible. Teaching is a form of enjoyment for them. Solomon et al (2022) support this behavior by emphasizing that workers are contented with things that help them achieve their job objectives. It is evident, however, that they would be happier, too, if they get support from their employers, such as salary increases, as shown in the supported eighth hypothesis that "there is a relationship between teaching online and employer's support towards job satisfaction."

Hp 2: Job satisfaction may be affected by workspace: Working space with validated items (WSC1, WSC3, and WSC5) regressed on job satisfaction with validated items (PJS2, PJS4, and PJS5) supported with a *p*-value of 0.001. The result showed a favorable influence on job satisfaction (JS). The study of Nakroiene et al (2019) supports this by stating that time management, access to an organization's documents, and the suitability of a workspace at home influence job satisfaction.

The implementation of the lockdown in the Philippines changed the working space of the teachers. All of them were required to work remotely or at home. Although distractions were removed in the new work area, other problems or issues had to be addressed, which include internet connection and the use of available gadgets. Seemingly, teachers were affected in terms of time management and adopted appropriate working practices in the new normal. When they engage their students in an online class, they show that they care for the well-being of their students in order for them to develop good interpersonal qualities. They adjusted easily from face-to-face to online meetings. In the end, they knew how to nurture the talents and skills of their students even when the pandemic affected their work.

Hp 3: Work-life balance (WLB) has a positive influence on job satisfaction: As indicated in a *p*-value of 0.392, *Hypothesis 3,* where *p*>0.05, is not supported in this study. Thus, the finding shows that teachers' job satisfaction has no relation to their work-life balance This finding contradicts the finding of Solomon et al (2022) that work-life balance has a positive influence on job satisfaction:

Teachers sustained their performance at school and at home and, at the same time showed high performance practices during the new normal. There is a need, however, to introduce more appropriate work practices to help teachers achieve a better work-life balance to increase work performance and job satisfaction. This study does not support the finding of Hafeez and Akbar (2015), where work-life balance does have a relationship or impact on teachers' job satisfaction. Several reasons could be the limited job opportunities, high inflation rate, lack of laws that could support people during the pandemic, implementation of social distancing among people, and others.

Hp 4: Workspace positively influences work-life balance: The assumption was found supported in this study with a *p*-value of 0.049 which is less than 0.05. A comfortable workspace of a teacher helps him/her attain work-life balance. Hence, workspace, *linked with work-life balance*, is supported as hypothesized.

According to Solis (2016), work-family issues may arise due to factors including extended working hours and poor space management. Work-family issues, which involve work-life balance, may be an outcome of a workspace that is being managed. The rate of work fulfillment of the teachers or their work-life balance is affected by their working space. Most teachers are into the use of technology, and adjustment is easy for them. Their working area is highly manageable for them to be able to attain work-life balance in preparing their lessons and delivering quality instruction to their students. They are highly motivated and challenged by the situation, which they know would give them a balanced work life.

Hp 5: There is no relationship between students' attitudes and work-life balance: The *p*-value is 0.020 (*p* <0.05); hence, this study supports *Hypothesis 5.* The study proved that students' attitudes online and the work-life balance of teachers are not positively related.

The attitudes of students do not affect teacher's work-life balance as well. Since most of the students belong to generation Z, they find it easy to attend online classes. They welcome the offers of new education, and they exhibit a more positive attitude and behavior toward the application of flexible learning modalities, blended learning, and hybrid work. Many students do not care about the personality or background of their teachers. They are not particular about teachers who struggle to manage work-life balance in the performance of their job. Teachers who manifest work-life balance do not also pay too much attention on the attitude of their students. Both teachers and learners focus more on their teaching-learning activities instead. The study conducted by Herguner et al (2020) revealed that there is a need to create a positive online learning attitude among learners.

Hp 6: Teaching online is positively affected by workspace: The *p*-value is 0.007 (*p* <0.05); hence, this study supports *Hypothesis 6.*

The study supports the finding that teaching online is positively influenced by the workspace utilized at home. Some technical features of the workspace, such as overall aesthetic quality, excellent information conveyance, interactivity, and communality, are crucial in remote work situations. It is necessary to avoid issues on interruptions and extraneous speech noise, which are common complaints during remote learning (Sirola et al 2017). The virtual office platform, according to a study by Rathnaweera and Jayathilaka (2021), has a good impact on work-life balance. Working remotely for an extended amount of time from a traditional workplace is a versatile form of working that spans a wide range of tasks and encourage flexibility. According to a study by Nakroiene et al (2019), having a workspace at home makes sense. You can also work from home if you get sick or need to take care of family members.

Hp 7: There is no relationship between students' attitudes and teaching online: The result obtained where the *p*-value of 0.011 is less than .05 (*p* < 0.05) shows that *Hypothesis 7 is* also supported.

The result indicates that teachers teaching online are not affected by the negative attitudes of students during class hours. This contradicts the study of Solomon et al (2022), where the behavior of students has an effect on the performance of teachers. The result also supported the study of Handel et al (2020), which 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. The study conducted by Herguner et al (2020) revealed that online learning attitude of learners has a positive effect on their online learning readiness.

Hp 8: There is a relationship between teaching online and employer's support towards job satisfaction: Hypothesis 8 is supported with *p*<.000.

This finding shows that *employers' support* affects the performance of teachers teaching online, which is also linked to their job satisfaction. Employees see their managers or supervisors as representatives of the organization which they work for. If they attain job satisfaction, this increases their commitment and decreases turnover. They tend to return with supportive behavior and positive attitudes. If they feel that their supervisors value them, they feel they should show concern for the institute and help it to prosper (Rhoades and Eisenhower 2002). However, as revealed in the first hypothesis, absence of support from an employer may not always affect job satisfaction. This happens among committed teachers who love to teach even if they rarely receive bonuses and salary increases from their employers.

4. Conclusion

Teachers who teach online experience challenges but still manage to attain work-life balance and satisfaction from their job. The study revealed that work-life balance is positively influenced by workspace but not students' attitudes; job satisfaction may be affected by workspace but not work-life balance and full support from an employer; and teaching online is positively affected by workspace and employer's support but not students' attitudes. All the hypotheses included in this study had been supported except for the relationship between job satisfaction and work-life balance.

Implications for a better teaching-learning situation suggest that learners should accept challenges such as their weak internet connectivity or of their teachers'. Their poor class attendance and disappearance from the camera may be avoided. For students who exhibit negative attitudes, teachers need to talk with them and find out their reasons for doing so. Making their lessons more interesting could minimize such problem. According to Mishra et al (2006), they may employ a completely different teaching strategy that is needed to capture students' attention and enthusiasm for a certain lesson. Dhawan (2020) claimed that one of the best virtual means of teaching and learning is *Zoom.*

There are some limitations identified in this study. First, only seven private institutions participated. Hence, the results of the study could not be fully generalized. Second, only Smart PLS was adopted and modified for the statistical treatment of the data. From such limitations, the researchers highly recommend that future researchers consider adding more statistical tools, more participating schools, including community college teachers and other teachers in the different degree programs of higher education institutions. Future studies may consider public and private higher education institutions for a much wider sampling. Statistical tools such as AMOS, SPSS, IBM, and WAP may be used.

In order to validate the findings revealed in the study, a replication may be performed in a different region in the country. They may be interested in studying further the findings supported in this study to find out if other participants experience the same situation.

Ethical considerations

The participants gave their consent freely and were not subjected to pressure or coercion in answering the questionnaires. If they agreed to participate in the study, they answer the questions. However, if they do not want to participate, they can just ignore answering the questionnaire.

Conflict of Interest

The authors declare that they have no conflict of interest.

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