



An Inquiry into the Gendered Division of Labor Among Female Filipino Teachers' Households

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ABSTRACT

This explanatory sequential mixed methods research examined the gendered experiences of female faculty members in a Philippine Higher Education Institution (HEI) during the COVID-19 pandemic, in relation to work-life integration. The study first analyzed quantitative survey data on time use and role distribution before and during the pandemic, followed by qualitative interviews that unpacked the lived experiences behind the numbers. Findings show the nuances of female teachers' challenges and best practices in fulfilling their multiple roles. Results resonated with earlier findings on pre-existing gendered division of labor in eighty-five female teachers' households that caused multiple burdens and was further exacerbated by the pandemic. However, some households exhibited egalitarian division of labor between partners, or among family members and other individuals considered part of the family. The study provides information for gender-responsive support to teachers on school administration, professional development, and national policies that can guide HEIs in the country.

KEYWORDS

explanatory sequential mixed methods, female faculty, gender division of labor, Higher Education Institutions, work-life integration

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Introduction

This research aims to determine whether teachers' households are gendered. Specifically, the study seeks to: 1) identify the challenges female teachers face in having multiple tasks of online teaching and managing the household, and 2) document the best practices of female teachers in managing both home and work tasks during the pandemic crisis that could serve as inputs to school policies. The COVID-19 pandemic significantly reshaped global landscapes, impacting economic, political, educational, and socio-cultural realms, profoundly affecting labor markets, job distributions, and household arrangements (Atlantis Press, 2022). It was projected to be the deepest global recession since the Second World War (World Bank, 2020). Among the most affected were female teachers, whose dual responsibilities at work and home became more pronounced due to school closures and remote teaching arrangements (Bubb & Jones, 2020; Klapproth et al., 2020; Lindner et al., 2021; Oducado et al., 2021; Stang-Rabrig et al., 2022; UN Women, 2020a; Zhou et al., 2021).

While both male and female teachers encounter elevated stress levels, higher than those of the general public, during the pandemic (Dayton et al., 2021), studies show that female teachers reported greater levels of stress (Stengard et al., 2022; Ozamiz-Etxebarria et al., 2021; Power, 2020), while men exhibit higher rates of depression (Huseth-Zosel et al., 2024). Social norms limiting men's expression of vulnerability may have contributed to this (Shi et al., 2024). However, the gendered division of labor in households that may have existed even before the pandemic further exacerbated the burdens borne by women (Bongco & Abenes, 2019; Cerrato & Cifre, 2018; Rungduin & Miranda, 2018; Dinella et al., 2023; BMJ, 2021; Chen et al., 2018; Chauhan, 2021).

Amid these psychological and emotional challenges, educators were required to serve as frontline workers in the education sector as they transitioned to the new teaching and learning process. This included enhancing their technological skills, upgrading equipment, and shifting towards flexible modes of pedagogy and assessment (OECD, 2020; World Bank, 2020).

Against this backdrop, the present paper argues for the importance of examining the specific situations of female teachers in higher education institutions (HEI) in the Philippines who, during remote teaching, were not only responsible for the conduct of remote teaching but also disproportionately burdened with domestic responsibilities. Addressing this dual burden is a significant step to narrow gender gaps in education and ensure more equitable conditions for female educators, particularly in times of crisis.

Literature Review

The gendered division of labor in the households and sudden transition to remote learning created considerable stressors for female teachers (Augustus, 2021; Leo et al., 2022). Female teachers with children reported even greater challenges in managing work-from-home (WFH) responsibilities or online teaching arrangements (Santamaria et al., 2021; SLGE, 2021), resulting in increased work-family conflict, which has become more difficult to handle (Hong et al., 2021; Maulida & Widiaty,

2022). The cumulative pressures impacted mental health and well-being (Dogra & Kaushal, 2021; Gadermann et al., 2021; Green & Bettini, 2020; Jakubowski & Sitko-Dominik, 2021; Kara et al., 2021; Lizana & Vega-Fernandez, 2021).

Scholars point to the importance of open discussions between working couples in equitably dividing household and childcare tasks (Carlson et al., 2020; Kniffin et al., 2021). However, cultural expectations often place disproportionate burdens on women, leading to persistent inequalities (Dinella et al., 2023; BMJ, 2021; Chen et al., 2018; Chauhan, 2021). The “multiple burden” phenomenon—where women carry the load of both professional work and domestic duties—remains a key concept in gender studies and remains relevant in educational settings globally.

In addition to domestic expectations, many female teachers faced institutional and technical challenges during the transition to online teaching. Barriers included a lack of training (Jain et al., 2021; Scherer et al., 2021; Stiopca et al., 2020), insufficient hardware and software support (Fauzi & Khusuma, 2020; Nambiar, 2020; Stiopca et al., 2020), and low perceived institutional support, which impacted their self-sufficiency and readiness for digital teaching (Scherer et al., 2021).

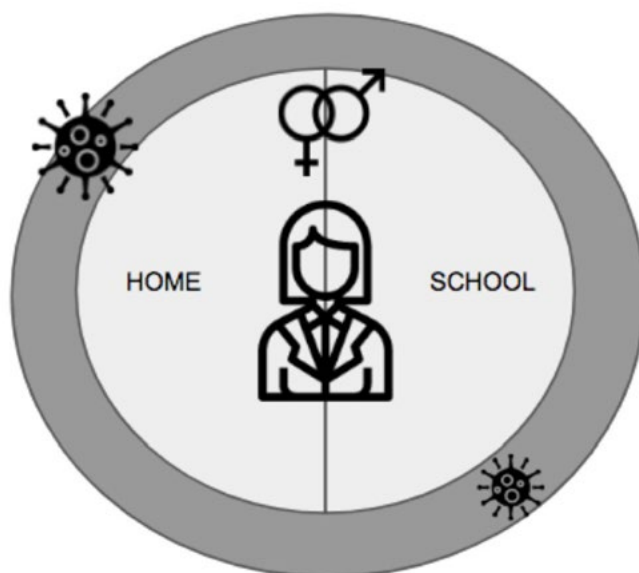
This paper sought to fill the research gap by providing a nuanced and comprehensive understanding of the experiences of female teachers in a Philippine HEI, highlighting how gender roles influenced their pandemic-related work. The study explores how teachers managed both professional and personal roles and how support systems, or lack thereof, impacted their well-being. Insights from the study provide information on crafting gender-responsive support for teachers in school administration, professional development, and national education planning.

Conceptual Framework

The study is grounded in Bronfenbrenner's (1979) Ecological Systems Theory, which offers a valuable lens for understanding the multiple, interacting layers that shape human experiences. The female faculty members of the HEI, situated at the center of the framework (Figure 1), are positioned within the mesosystem, between her two primary microsystems—home and school. These systems do not exist in isolation; instead, they influence and reshape each other, especially under crises like the pandemic.

Figure 1

Conceptual Framework



The chronosystem, represented in the outermost layer, marks the temporal dimension of the COVID-19 crisis, underscoring how the pandemic intensified existing social expectations. Cultural norms embedded in this framework place disproportionate caregiving responsibilities on women (Chase-Lansdale & Vinovskis, 1995), further complicating the roles of female teachers. These gender expectations, exacerbated by sudden educational shifts, present unique challenges and opportunities that this study investigated (Wilton & Ross, 2017).

Specifically, the study asked: What challenges do female teachers face in juggling online teaching and domestic responsibilities? How have they managed their multiple roles, and what forms of institutional or familial support have proved effective? Answers to these questions offer a pathway to strengthening gender-responsive approaches in post-pandemic education systems.

Methods

The study employed a sequential explanatory mixed methods approach to address the research questions. Explanatory sequential is a mixed-method design that integrates quantitative and qualitative approaches. The design commences with quantitative protocols to provide a broad and general understanding of quantitative data trends, patterns, and relationships. The subsequent qualitative phase explores and explains the quantitative findings through participants' narratives, offering a more nuanced and comprehensive understanding of the quantitative data (Creswell, 2015; Creswell & Plano-Clark, 2018).

The quantitative phase of the study involved a descriptive analysis of the results obtained from an exploratory cross-sectional survey (Cohen et al., 2002). This design enabled the researchers to investigate the participants' experiences during the pandemic. Conversely, the qualitative phase was executed through a case study approach. Using single and cross-case analyses allowed the researchers to extract insights from the distinctive characteristics of each case and their varied realities (Stake, 1995).

Sample. In this initial stage of the study, 103 female teacher-participants were invited to participate (see Table 1). During the pandemic, these participants met the inclusion criteria of being online teachers, parents, and common-law partners. The cross-sectional survey achieved an impressive response rate of 97.7%. To gain a deeper understanding of the survey results, the researchers selected survey participants as informants for the qualitative data collection. A total of 33 informants were invited from each cluster.

Table 1

Profile of Survey Participants

Profile	Inclusion Criteria N=103	Survey Participants Frequency N=85	Percentage	Qualitative Informants Frequency N=33	Percentage
Campus					
School A	50	34	40.0	12	36.3
School B	18	18	21.2	6	18.1
School C	3	3	3.5	2	6.06
School D	11	10	11.8	3	9.09
School E	21	20	23.5	10	30.30

Demographic profile of survey participants. The study included 85 participants who were online teachers and at-home parents during the COVID-19 pandemic, drawn from various schools or campuses of a Higher Education Institution (HEI). Table 1 shows that 40% of the total participants are affiliated with School A, 23.5% represent School E, 11.8% belong to School D, and the remainder are associated with School B or School C.

Table 2

Demographic Profile of Survey Participants

Profile	Frequency	Percentage
N=85		
Number of Years living with a partner		
1 to 5	6	7.1
5 to 10	6	7.1
10 to 15	11	12.9
15 to 20	11	12.9
20 to 25	16	18.8
25 to 30	19	22.41
30 to 35	13	15.3
More than 35 years	3	3.5
Number of helpers at home		
None	57	67.1
One (1)	22	25.9
Two (2)	5	5.9
More than Three (3)	1	1.2

Examination of Table 2 reveals that most participants cohabited with their partners for a duration ranging from 25 to 30 years (22.4%), with 18.8% having shared their lives for 20 to 25 years. Approximately 33% of online teachers reported having a household helper, with 22 out of the 28 indicating the presence of a single helper, while 5 out of 28 households have two helpers. Regarding estimated monthly family income (Table 3), the most prevalent range falls between 50,000 and 100,000 (42.4%), followed by 100,000 to 150,000 (20%). The lowest income bracket is represented by 5.9% of participants, with a monthly income ranging from 20,000 to 30,000, whereas only one online teacher reports an exceptionally high income exceeding 200,000. Regarding income contribution, 5.9% of participants are sole breadwinners, providing 100% of their household income. The majority contribute approximately 70% of their family's income (equivalent to 22.4% of their individual salary), while an additional 20% contribute about half. These findings suggest that many participants have been cohabiting for a long time and play a significant financial role in supporting their households.

Table 3*Estimated Family Income*

Profile	Frequency (N=85)	Percentage
Estimated Monthly Income		
20, 000 to 30, 000 pesos	5	5.9
30, 000 to 50, 000 pesos	16	18.8
50, 000 to 100, 000 pesos	36	42.4
100, 000 to 150, 000 pesos	17	20
150, 000 to 200, 000 pesos	10	11.8
Above 200, 000 pesos	1	1.2
Percentage of monthly family income contributed by the respondent		
Less than 20%	3	3.5
20%	1	1.2
30%	12	14.1
40%	10	11.8
50%	17	20.0
60%	0	0
70%	19	22.4
80%	9	10.6
90%	9	10.6
100%	5	5.9

Instrument. Data for the cross-sectional survey were collected using a researcher-developed instrument. The constructs were derived from a comprehensive review of the existing literature. This survey instrument incorporates a combination of closed-ended and open-ended questions. Closed-ended questions were employed to quantitatively explore the phenomenon under study, while open-ended questions were used to identify potential participants for the study's second phase. In the qualitative phase, the research team conducted online interviews and focus group discussions (FGD). Thematic analysis was conducted to create the themes. The researchers developed the interview protocol, which was grounded in the data gathered during the initial phase. **The survey was conducted online during the pandemic.**

Experts in the field were invited to provide insights on the pre-constructed tool to ensure the validity and reliability of the survey instruments. Through cognitive debriefing, refinements were made to the constructs in the quantitative tool. Additionally, external validators were consulted to ensure that the interview protocol would capture data that would be conducive to gaining a nuanced and comprehensive understanding of the results obtained in the quantitative phase. Member-checking was also conducted to confirm the credibility of the qualitative data collected.

Ethical Considerations. Before commencing the study, the researchers obtained informed consent from all participants to establish a transparent and ethical relationship between them. Strict measures were taken to protect the confidentiality of participants' identities in the reporting of findings and data analysis. Results were shared with participants through a member-checking process to ensure the accuracy of the data.

Data Analysis. This mixed-methods study employed a diverse array of data analysis techniques. Descriptive analysis used frequency and percentage to assess categorical data, while chi-square tests scrutinized the time spent on personal tasks and household chores. A non-parametric test using the Wilcoxon Signed Rank Test was applied for inferential statistics. Similarly, the pairing analysis relied on the McNemar Test. In the qualitative phase, both single and multiple case analyses were conducted. The findings and discussions sections present the study's assertions and lessons learned.

Findings

This section presents the study's results, focusing on the multiple roles female teachers fulfilled during the COVID-19 pandemic and the shifts in their academic and familial responsibilities. Using a sequential explanatory mixed-methods approach, quantitative data from surveys were first analyzed to identify patterns in time allocation across various academic and household tasks.

As shown in Table 4, significant changes were observed in tasks related to troubleshooting and instructional materials development. In contrast, other tasks like student evaluation, advising, and professional development showed minimal or no statistical change. These findings suggest that while teaching remained constant, the shift to online learning introduced new technical and organizational demands.

Table 4

Time Spent on Academic Tasks Before and During the COVID-19 Pandemic

Academic Tasks	Most Frequent Time Allocation Before Pandemic (%)	Most Frequent Time Allocation during Pandemic (%)	Significant Change (<i>p</i> -value)
Student Instruction	37.6 every time		
	51.8 often		
	9.40 rarely		
	1.20 never		

Troubleshooting	1.20 every time	34.1 every time	0.0001 significant
	24.7 often	50.6 often	
	54.1 rarely	15.3 rarely	
	20.0 never	0.00 never	
Instructional Materials Development	25.9 every time	34.1 every time	0.041 significant
	48.2 often	50.6 often	
	25.9 rarely	15.3 rarely	
	0.00 never	0.00 never	
Student Evaluation	17.6 every time	17.6 every time	0.771
	57.6 often	56.5 often	
	24.7 rarely	24.7 rarely	
	0.00 never	1.20 never	
Student Advising	9.40 every time	9.40 every time	0.473
	40.0 often	36.5 often	
	50.6 rarely	51.8 rarely	
	0.00 never	2.40 never	
Professional Development	24.7 every time	23.5 every time	0.306
	45.9 often	57.6 often	
	29.4 rarely	18.8 rarely	
	0.00 never	0.00 never	
Teacher Collaboration	11.8 every time	4.70 every time	0.094
	48.2 often	47.1 often	
	38.8 rarely	44.7 rarely	
	1.20 never	3.50 never	
Other academic-related tasks	23.5 every time	16.5 every time	0.160
	35.3 often	38.8 often	
	37.6 rarely	35.3 rarely	
	3.50 never	8.20 never	

Note: p-values below 0.05 indicate statistically significant changes in time allocation before and during the COVID-19 Pandemic

Qualitative data were gathered through interviews with selected survey respondents to understand the nuances behind these statistical trends further. These narratives provided insight into how teachers navigated the shifting demands in their professional lives as they negotiated multiple roles.

Multiple Roles

Time spent fulfilling academic tasks. Respondents were asked to indicate their time on specific academic tasks before and during the pandemic (Table 3). The results reveal significant shifts in certain areas.

For *student instruction*, the majority reported spending 50 to 90% of their time (categorized as “often” to “every time”) both before and during the pandemic. Notably, 37.6% indicated they engaged “every time” in this task in both periods.

A significant increase in time allocation was observed for troubleshooting. Before the pandemic, only 54.1% spent 10% to 50% of their time (“rarely”) on troubleshooting, and 20% reported never doing it. During the pandemic, 50.6% indicated they now perform troubleshooting “often,” representing a significant increase ($p = 0.0001$). This suggests that online teachers are now dedicating more time to resolving technical issues as part of their work.

Similarly, the time spent on *instructional materials development* significantly increased. Before the pandemic, 25.9% of respondents did this task “every time”, and 48.2% “often.” During the pandemic, these numbers rose to 34.1% and 50.6%, respectively ($p=0.041$), reflecting a heavier workload in content preparation.

In the area of *student evaluation*, female teachers revealed that they “often” performed this task before the pandemic (57.6%) and during the pandemic (56.5%), where no statistically significant difference was observed ($p=0.771$). The same is observed with the task of *student advising*, where its data showed minimal change, with 50.6% doing it “rarely” before and 51.8% during the pandemic ($p=0.473$).

For *professional development*, 45.9% engaged “often” before the pandemic, increasing slightly to 57.6% during the pandemic. However, the change was not statistically significant ($p=0.306$).

A slight decrease in *teacher collaboration* was observed, but the difference was not statistically significant ($p=.094$).

Finally, for *other academic-related tasks*, the distribution remained relatively stable: 35.3% performed these tasks “often” and 37.6% “rarely” before the pandemic, compared to 38.8% and 35.3% during the pandemic ($p=0.160$). See Table 4 for a complete summary of responses and corresponding p -values.

Work intensified and role overload. The narratives revealed a recurring theme of work escalation. Teachers found themselves performing tasks outside typical school hours, often to meet the needs of students or administrative requirements:

E14: *You must sacrifice for your interns (student-teachers). I conduct meetings at night, from seven to almost eleven, to check their lesson plans for demonstration teaching.*

What is important to me is that they receive the help they need.

E02: It is hard to cope with our teaching tasks. Even if we have classes, there are webinars that we do not have a choice in because we would constantly be reminded that we are paid. (We are also required to attend.)

Table 5

Survey Results of Household Chores before and during the COVID-19 Pandemic

Tasks	Response Frequency Before Pandemic (%)	Response Frequency During Pandemic (%)	<i>p</i> value	Significant Change?
Household Chores	12.9 every time	25.9 every time	0.005	Yes
	22.4 often	32.9 often		
	63.5 rarely	38.8 rarely		
	1.20 never	2.40 never		
Sleeping	9.40 every time	8.20 every time	0.1531	No
	41.2 often	32.9 often		
	48.2 rarely	57.6 rarely		
	1.20 never	1.20 never		
Recreational Activities	4.70 every time	7.10 every time	0.5668	No
	20.0 often	25.9 often		
	74.1 rarely	60.0 rarely		
	1.20 never	7.10 never		
Going to the Market	9.40 every time	7.10 every time	0.0827	No
	27.1 often	22.4 often		
	58.8 rarely	58.8 rarely		
	4.70 never	11.8 never		
Caring for family members	18.8 every time	22.4 every time	0.4162	No
	28.2 often	31.8 often		
	47.1 rarely	37.6 rarely		
	5.90 never	8.20 never		
Self-care	8.20 every time	9.40 every time	0.2301	No
	24.7 often	18.8 often		
	63.5 rarely	58.8 rarely		
	3.50 never	12.9 never		

Time spent on personal tasks. The study also examined how much time female teachers spent on personal tasks before and during the pandemic. Table 5 presents the comparative results across seven key areas: chores, sleeping, recreational activities, going to the market, caring for other family members, self-care, and checking student requirements.

Significant changes were observed in the time spent on *household chores* (cooking and cleaning), with a p -value of 0.005 indicating a statistically significant difference. Before the pandemic, 63.5% of respondents reported performing chores “rarely”, but this figure dropped to 38.8% during the pandemic. In contrast, 12.9% to 25.9%, while those who did them “often” rose from 22.4% to 32.9%. The median response shifted from “rarely” to “often”, suggesting that female teachers undertook significantly more household responsibilities during the pandemic. In contrast, other personal tasks showed no statistically significant change, though some shifts were noted.

Sleeping frequency declined slightly, from 41.2% reporting “often” before the pandemic to 32.9% during ($p=0.1531$). *Recreational activities* remained rare in both periods ($p=0.5668$). *Going to market* became slightly less frequent ($p=0.0827$), likely due to mobility restrictions and the rise of online grocery services. *Caring for other family members* became more frequent, though the increase was not statistically significant ($p=0.4162$), and *self-care* remained a low priority throughout, with no significant difference ($p=0.2301$). These findings emphasize how the pandemic intensified the domestic responsibilities of female teachers, with chores becoming a regular part of their daily routines.

Exploring Non-significant Findings through the Qualitative Phase. While household chores showed a statistically significant increase during the pandemic ($p = 0.005$), most other personal tasks did not reflect significant differences between the pre-pandemic and pandemic periods. However, these non-significant quantitative findings warranted deeper exploration to understand their contextual and emotional nuances, which were explored further through the qualitative phase. Though statistical tests did not confirm significant change, the female teachers’ narratives revealed compelling shifts in their lived experiences that quantitative data alone could not fully capture. The table below presents the thematic codes from the FGD and interviews of different schools.

Table 6

Thematic Excerpts Illustrating Domestic Role Changes During the COVID-19 Pandemic

Theme	Sub-theme / Category	Representative Code	Sample Participant Excerpt
Increased Domestic Duties	Blurring of work-home boundaries	Blurred roles; lack of boundary	A07: [Before] your job is done once you have worked and gotten home. Now, where are the boundaries? When are you a mother? When are you a wife? When are you a teacher?

	Conflicting domestic duties	Juggling teaching and caregiving	E01: I check the school outputs of my kids, and of my own students.
Egalitarian Household Dynamics	Shared domestic responsibilities	Spousal support; task negotiation	C03: We decide about everything, including breastfeeding, parenting, and house chores.
	Independence of children	Less supervision needed	D09: My husband lost his job, but he is there when I need him. He and my kids are susceptible to my needs. In terms of my professional side, I am my students' assistant.

Blurring Boundaries between Home and Work. The qualitative FGD and interviews further illuminate the lived realities behind the survey data. Many participants described a growing difficulty in managing professional and personal boundaries, echoing the quantitative result that chores had significantly increased. Several teachers reflected on how the pandemic disrupted established routines, with professional and domestic roles often colliding in the same space and time:

CO3: The professional and personal lines became blurred. Delegating tasks at work and home is no longer clear to me. It all happens simultaneously—adjusting to the pandemic while preparing for online modules.

Conflicting Domestic Duties. During the FGD of School A, it was revealed that chores at home became heavier. Likewise, A10 experienced confusion in roles she had at home - of being a wife, a mom, a teacher, and a nursing aid for a sick family member. She even compared her pre-pandemic and during-pandemic life as:

A10: At the beginning, it was difficult because I had to breastfeed my baby, while I also did the household chores and made some minor decisions.

On a similar plane, an interview respondent from School B is having a hard time taking care of her mother-in-law:

B1: ...The nails (of my mother-in-law) have grown long...

An interview respondent from School C aired the same sentiment:

C2: Occasionally, my kids go into my room to ask questions about what they are doing...

These data show that regardless of the school's geographical location, female teachers assumed heavier domestic loads during the pandemic. Even tasks like caregiving and parenting, which showed no significant statistical change, emerged as emotionally and physically taxing during the qualitative phase.

Egalitarian Household Dynamics. On a different note, not all teacher participants were burdened with multiple roles at home, especially during the pandemic. There were those with husbands who stayed at home and those with their adolescent children, and all of them shared in doing the chores at home.

E01: Husband support is critical to managing both worlds. When communication is open, you can plan your work and your priorities.

A01: Only two of my kids are studying, and they are both independent. My husband is convenient at home, and I also have a good helper.

Best Practices in Managing Home and Work Tasks During the Covid-19 Pandemic

The last specific research question that this paper seeks to answer is to document the best practices of female teachers in managing both home and work tasks during the crisis, which could serve as input to school policies.

Support systems. In terms of support systems during the COVID-19 Pandemic, most of the respondents were supported by their husbands and children, as well as other individuals and social institutions. Participants hired house helpers and learned to delegate tasks to the family members. Likewise, their older husbands and children are starting to contribute at home in terms of chores. Their responses are listed below. The following statements from the respondents show how individuals and social institutions were able to support them during the pandemic:

A03: I am thankful for the house helper who watches over my two kids.

A1: Constant FB calls with my parents and sisters, friends, colleagues, constant communication with husband and kids

B1: My family and the support of our church.

B2: My parents, who were retired teachers, helped me tutor my children...

University Assistance. The respondents also mentioned how important the assistance given by the university to all faculty was during the pandemic:

B3: Our administrative heads were considerate.

E17: *The university provides many, not just the usual webinars, but also information about eating healthy and keeping the mind sound. They also provide a wellness break.*

E15: *The university provides learning avenues to capacitate teachers in the new normal (nobody is so prepared in this modality), so capacity building and the giving of resources, such as communication load and the upcoming gadget, are helpful. Collaboration, cooperation, and the spirit of Bayanihan in the university are felt and apparent.*

E13: *The university supported us with some guidelines on how to deal with students. We were constantly reminded to be considerate.*

A03: *...gadget, allowance sa internet, vitamins, grateful sa Medical team ng pamantasan kase ng nagmomonitor sila ng health. The faculty GC also helps a lot.*

C1: *The buddy system (of division of tasks among faculty) facilitated the preparation of modules...*

Time Management. In addition to the significant people mentioned above, the participants were able to cope with their multiple roles through careful planning and budgeting of time.

E18: *Time management, setting up goals, and open communication at home for husband and kids.*

E17: *I set the schedule on my board. From 7 to 9 AM, I should serve my family, but from 9 to 12 noon, I will do academic preparations. I also orient my kids not to bother me during office hours.*

Integrating quantitative and qualitative findings provides a more nuanced understanding of the gendered experiences of female teachers in an HEI during the pandemic. While some quantitative results were not statistically significant, the qualitative phase revealed more profound insights into how blurred role boundaries, increased domestic responsibilities, and varying levels of support systems shaped the lived experiences of these teachers. These findings underscore the need to interpret numerical data alongside personal narratives to capture the full impact of the pandemic on women in academia. The succeeding section discusses the implications of these findings for existing literature and theoretical frameworks.

Discussion

In this explanatory sequential mixed methods study, the quantitative phase initially revealed increased domestic responsibilities among female teachers, but not all findings reached statistical significance. These non-significant results, particularly on chore distribution and time use,

necessitated further exploration through the qualitative phase. The study uncovered the nuanced and contextual experiences behind the numbers by conducting focus group discussions and interviews. The integration of both data sets allowed for a deeper understanding of how the pandemic reshaped the lives of female higher education faculty in the Philippines. The qualitative data provided rich, contextual narratives that explained why some statistical results might have appeared non-significant, often due to differences in household structures, support systems, or women's unique socio-economic roles during the crisis. The current study documented that the shift in workplace from school to home produced composite roles of teaching and parenting. The pandemic has caused a rapid and unprecedented loss of work hours worldwide (ILO, 2020). This is also witnessed in the study, where online female teachers experienced more time spent doing chores than their official work during the pandemic, compared to pre-pandemic working conditions. Some of them lost their house helpers, and their husbands were either sick or were also working. The consequence of inequitable division of domestic labor (Collins et al., 2020; Lyttelton et al., 2020; Miller, 2020) is that more employed mothers than fathers have reduced time devoted to their jobs. This is more often among couples with young children (Collins et al., 2020), which is also the case with the participants in the current study.

Some participants reported equal sharing of decision-making and housework. The percentage of egalitarian households increased initially (Carlson et al., 2020). While other mothers reported having multiple roles, others disclosed having their husbands do chores and make family decisions with them. A nuanced finding of this study is the occurrence of husbands who lost their jobs during the lockdown, which made their teacher wives the sole breadwinners. This allowed the husband to help with housework. During the lockdown, men also increased their time spent on childcare and household chores (Alon et al, 2020; Bujard et al., 2020), which is another study result. In support of this, a survey of parents in the USA by Miller (2020) have found that the COVID-19 pandemic has increased the childcare, housekeeping and other domestic responsibilities of both mothers and fathers, however, this may be due to the high percentage of women in essential face-to-face occupations, leaving men at home to care for children. Nevertheless, more surveys prove that mothers do more than fathers, which increased gender gaps in childcare, eldercare, and housework during the pandemic, in Eastern Europe and Central Asia (UN Women, 2020b).

In comparing tasks before and during the pandemic, participants reported having multiple personal and professional roles: doing chores, taking care of family members, developing instructional materials, evaluating students, and troubleshooting. Also, they have declared increased hours spent doing personal chores, between housework and schoolwork. In a study where two parents are present, women, compared to men, spent more time on childcare and household chores before the crisis and continue to do so during the lockdown (Alon et al, 2020). These findings support the argument that greater burden is placed on women as they care for children, in-laws, elderly relatives and/or sick family members and do other household duties (Chen & Bougie, 2020; Addati, et al., 2018; Landivar, et al., 2020; McLaren, et al. 2020; OECD, 2020; Power, 2020; Santamaria, et al., 2021; Seck, et al., 2021; Shockley, et al, 2021; SLGE, 2021; Wenham, et.al, 2020). This inequality in gender is seen as the impact of the pandemic in recent papers (Carli, 2020; Kristal & Yaish, 2020; Landivar et al., 2020; Moen, 2013).

During the pandemic, national representative surveys have revealed greater mental health issues among women than men in Cambodia, Maldives, Nepal, Pakistan, the Philippines and Thailand (UN Women, 2020a) during the pandemic, and this could be prevented by implementing some best practices such as having strong support systems at home and school, and effective time management. Openly talking about who does what among the household chores (Kniffin, et al., 2021), having better workload distribution for teachers in emergency contexts (Lizana & Vega-Fernandez, 2021), and perceived institutional support (Scherer, et al., 2021), are the same insights provided by the teacher participants, that are essential in maintaining work-life balance and development of self-efficacy towards online teaching.

Conclusion

Many of the results of this study resonated with earlier research findings on pre-existing gendered division of labor in female teachers' households, which caused multiple burdens that were further exacerbated by the COVID-19 pandemic. However, it also showed that some households have exhibited equal and/or egalitarian division of labor between partners, or among family members and other individuals considered as part of the family. The study results also revealed similar findings regarding the significance of support systems, time management, and university assistance in easing the multiple burdens of female teachers.

What can be considered as the nuanced findings of this study which can be explained by how the context of being a female teacher in an HEI in the Philippines shaped the life of the female teacher is that of being a sole earner or sole breadwinner following the loss of job of the partner which was brought about by the lockdowns during the pandemic. This context does not resonate that much in the Western setting of being a female teacher during a pandemic, but it is highly evident in the Philippine context. Hence, this situation reflects the precarity of the husband or partner's occupational status as predominantly affecting or further exacerbating the multiple burdens of female teachers in the context of a less developed country.

Recommendation

Recommendations arising out of the findings of this study that offices of colleges and universities dealing with gender and development initiatives can include in their programs are webinars on self-care for female teachers, as well as webinars on mindfulness and relaxation techniques. Training on software and hardware troubleshooting may also be helpful for female teachers, especially those unfamiliar with technology. Decreasing the amount of committee work or academic tasks delegated to female teachers is also something that HEIs may consider in terms of programming university activities, so as not to overburden female teachers. Livelihood opportunity webinars for unemployed husbands or family members of female teachers in HEIs may also aid in encouraging these individuals to consider other ways of generating income.

Statements and Declarations

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