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WORK-LIFE BALANCE PRACTICES AS DETERMINANTS OF TEACHING PERFORMANCE OF PUBLIC ELEMENTARY TEACHERS

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ABSTRACT

The study explored the relationship between work-life balance practices and teaching performance of teachers in public elementary schools of Davao Del Norte Division. Also, it investigated the association of the involved variables and the domains of work-life balance practices that significantly influence teaching performance of teachers. With the use of probability sampling, 209 public elementary teachers were selected as the respondents. Utilizing the descriptive correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high work-life balance practices of teachers and a high teaching performance of teachers among the respondents. Furthermore, there was a significant relationship between work-life balance practices of teachers and teaching performance of teachers. Moreover, all domains of work-life balance practices were found to have significantly influence the teaching performance of teachers. Among the two predictors, individual work-life balance practices demonstrate a slightly stronger influence on teaching performance compared to institutional practices. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may identify means on how to help teachers reinforce their work-life balance practices which would pave a way in increasing their teaching performance of teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: *Work-Life Balance Practices; Teaching Performance of Teachers; Davao Del Norte Division; Philippines*

INTRODUCTION

Teacher teaching performance is the single most significant factor in influencing the variety of student success within any single country. It is referred to the total of a teacher's efforts, abilities and perceptions about his or her teaching work both inside and outside the classroom (Nwezi et al., 2018). It is also defined as the ability of the teacher to incorporate a variety of appropriate inputs to enhance the learning process (Wijayanti et al., 2020). However, several factors contribute to poor teaching quality. These include inadequate training, insufficient resources, and large class sizes. Teachers may also experience burnout and stress, which can negatively impact their ability to teach effectively (Peck, 2025).

Teaching performance has become a pressing global issue, as educational systems worldwide struggle to equip teachers with the support and resources necessary to meet diverse student needs effectively. In Indonesia, the performance of teachers is still low, both in terms of competence, knowledge, and pedagogical expertise. In fact, the Program for International Student Assessment (PISA) survey in 2018 has released that the quality of Indonesian education is still in the 10th lowest category, both in the fields of literacy, science and mathematics. This is due to the disparity and poor performance of teachers (Kanya et al., 2021). In India, Indian teachers working in public schools largely suggests that they are falling short of the high expectations outlined in successive National Education Policy (NEP) (Maralidharan & Singh, 2021).

In South Africa and East Africa, schools have encountered problems that focus on absenteeism, late-coming, and other issues affecting teacher performance. On average, teachers were absent for a staggering 19.7 days throughout the year, emphasizing the systemic challenge that hindered the educational progress of countless students. Even more disconcerting is the fact that this trend of absenteeism persisted into 2017, indicating that it has become deeply entrenched within the South African education system. Furthermore, teacher performance concerns in South Africa extend beyond absenteeism, manifesting as issues like persistent late-coming and attrition. These challenges have far-reaching consequences that detrimentally impact the overall educational experience of students (Abakunda et al., 2023).

In the Philippines, specifically in Northern Luzon, Haramain (2019) disclosed that low performing educators tend to produce low performing learners and this is quite alarming since one of the major causes of students' low performance has been the product of low-performing teachers. Undesirable factors include person-related, school-related, student-related and community- related factors contributed to poor teaching performance of teachers. Specifically, poor intellectual and scholastic qualities; poor preparation to Teacher Education; uncompetitive salary or low-income level; irrelevant educational qualification; inadequate and irrelevant trainings, irrelevant school system and ineffective managerial skills of the administrator; unsuccessful and insufficient administration of in-service trainings, inadequate and unsuitable school equipment or facilities, and lack of faculty coordination lead to poor teaching performance.

In Davao City, a study conducted by Evardo (2024) revealed that teaching performance is affected by feelings of anxiety and frustration, lack of experience, aptitude, and administrative support, and difficulty in establishing authority and checking outputs. Apparently, there is a critical and widespread issue with teaching performance, as many teachers face challenges that limit their effectiveness in delivering quality education, impacting student learning and achievement on a large scale.

While much research has been conducted on factors affecting teaching performance, there was a noticeable gap in studies examining the role of teachers' work-life balance practices on their effectiveness in the classroom. Existing literature often focused on professional development, instructional strategies, and school resources, yet it frequently overlooked how the ability to balance personal and professional responsibilities impacts teachers' energy, engagement, and overall performance. Work-life balance is increasingly recognized as essential for job satisfaction and mental well-being, suggesting that its influence on teaching performance warrants closer examination. Understanding this relationship could provide valuable insights into how supporting teachers' work-life balance might enhance their teaching effectiveness and contribute to improved student outcomes.

With this, the researcher intended to explore the status of the work-life balance practices and teaching performance of teachers specifically in Davao del Norte Division. Also, it uncovered the relationship of the two variables. The intention of this study was to shed light on the critical connection between teachers' work-life balance practices and their performance in the classroom. By identifying specific work-life balance practices that positively influence teaching performance, the study offered evidence-based insights that could guide school leaders and policymakers in creating supportive work environments. The dissemination plan included presenting the research at educational conferences and submitting it for publication in a peer-reviewed journal.

REVIEW OF SIGNIFICANT LITERATURE

The related literature and studies of this study provided inputs about the work-life balance practices and teaching performance of teachers. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable is work-life balance practices. It has two indicators namely: individual and institutional (Ramos & Galleto, 2020). Meanwhile, the dependent variable is teaching performance of teachers. It has three indicators namely: planning, development, and result (Moreno-Murcia et al. (2015).

Work-Life Balance Practices

Work-life balance is a critical aspect for school educators that directly influences their overall well-being, job satisfaction, and effectiveness in the classroom. Educators often face demanding workloads, long hours, and the need to balance their professional responsibilities with personal commitments (Mahajan & Singh, 2023). Achieving a healthy work-life balance is crucial to prevent burnout, enhance job satisfaction, and promote overall mental and physical well-being. One of the primary reasons why work-life balance is important for school educators is to prevent burnout. The teaching profession can be emotionally and mentally demanding, and educators who consistently neglect their personal lives in favor of work are at risk of experiencing exhaustion and fatigue. By maintaining a balance between work and personal life, educators can recharge, rejuvenate, and prevent burnout, ultimately enhancing their job performance and quality of teaching (Mathews et al., 2021).

Furthermore, work-life balance contributes to educators' job satisfaction. When educators have the opportunity to engage in activities outside of work, such as spending time with family, pursuing hobbies, or engaging in self-care practices, they experience a sense of fulfillment and happiness. By prioritizing their personal well-being, educators are more likely to bring a positive and energized mindset into the classroom, resulting in improved interactions with students and a higher quality of teaching (Duran et al., 2024).

Work-life balance is also crucial for the overall mental and physical health of school educators. By allowing time for exercise, relaxation, and socializing, educators can reduce stress levels and improve their overall well-being. Engaging in activities outside of work promotes a sense of work-life integration, where personal and professional lives complement each other, leading to greater job satisfaction and a more fulfilled life (Malik, 2023).

Moreover, work-life balance among school educators positively impacts their personal relationships. By allocating time and attention to family, friends, and personal connections, educators strengthen their support systems and nurture healthy relationships. Strong personal relationships provide a sense of belonging and emotional support, which can positively impact educators' job satisfaction and overall happiness (Toropova, 2019).

According to Rathi and Kumar (2023), work-life balance is the perception that human beings attach equal importance to their employment life as well as their private life. Matula (2022) defined work-life balance as the reconciliation between workers' professional work and their personal life. Thriveni et al. (2024) noted that globally, work-life balance is considered; as the second most essential workplace aspect. Tan, Soh, and Tan, (2024) asserted that whereas initially work was a matter of survival and necessity, today work is not only still considered as a necessity but a source of satisfaction as well.

Good work-life balance is important for a teacher's effectiveness and job satisfaction and leads to better student learning. It also improves the wellness of the institution and student behaviour. Moreover, other than giving a feel of job satisfaction it also helps to achieve higher retention rates in learning institutions (Yabut, Nadela & Sinco, 2023). During one's teaching career, a teacher encounters challenges in trying to achieve a balance between personal and professional life due to lack of clear boundary between work and personal life. In fact, the past decades have witnessed an increase in the levels of stressors in academia. In a tight labour market with a shortage of needed skills, employers are force to develop policies, which can attract and retain groups of workers who might have previously left the organization (Ethelmary & Nebolisa, 2019).

Work life balance has always been great concern for current researches because of its direct relationship with productive quality of work life. Good work life balance is most essential for every individual to be more efficient and effective thereby attaining job satisfaction which in turn ensures success in his or her ventures. Work-life balance is vital to teacher effectiveness and satisfaction in the context of student learning. Researches have proved that a good quality work life balance results in the wellness of the faculty and also improved student behaviour (Ahsan et al., 2021).

Moreover, good work life balance gives a feel of job satisfaction and also helps to achieve higher retention rates in the institution. Over the course of the career, every teacher faces some difficulties in attaining balance between professional and personal life due to lack of clear boundary between work and life because of flexibility of schedules. During the previous decades, the work pressures in academia have been constantly nationally and globally thereby creating many stressors. It has been argued that rising stressors in academia are 'eroding' the operating capabilities of universities (Sharn et al., 2023).

Very few studies have examined academics' ability to balance work and personal life, and overcome work-life conflicts (Saya, 2024). Avadhani (2022) cited that high levels of perceived job pressure stress and job threat stress would predict increased levels of work-life conflict, and decreased levels of work-life balance. However as quoted by Kaur and Pooja (2020) found that in the education sector collaboration strategy is used in majority dimensions of organisational role stress which signifies that in this sector people wish to remain conflict and stress free as it is directly linked with the teacher performance in and out side the classroom which are part and parcel of their organisational environment.

Salim and Kumar (2021) highlighted the necessity of adopting work life balance policies for teachers teaching at different levels. Based upon the different elements especially with reference to government and private institution teachers, the study proposed a proper policy for work life balance. Since quality of work life has direct correlates with cost incurred on employees whether by inflow or outflow. When employees with knowledge leave a company, the consequences for the company go far beyond the substantial costs of recruiting and integrating replacements and there is a significant economic impact when an organisation loses any of its critical employees, especially given the knowledge that is lost with the employees' departure.

The cost of replacing workers can be considerable, and the specific workplace acquired skills and knowledge people walk away with can take years to replace, therefore, quality of work life is essential component to retain the talent. Eloor and Menon (2024) explored the determinants of work and life imbalance with respect to male and female university teachers and viewed that partner support, colleague support and job resources are positively associated with the work life balance whereas unfair criticism at job is negatively associated with work life balance The variables, partner support, childcare responsibilities, elder dependency, and colleagues support have different effect when analyzed by male and female university teachers as independent variables.

Stress and pressures, along with organisational change in universities have led to the increased importance of research in to the impact of perceived job stress, work-life balance and work-life conflict amongst academics yet, very few studies have examined academics' ability to balance work and personal life, and overcome work-life conflict. Due to the well-documented relationship between stress and health, the influence of job stress on wellbeing was also investigated wherein perceived job stress (threat and pressure-type stressors) was found associated with poorer work-life balance, and increased

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conflict between academics' work and personal lives. Perceived job threat-type stress made a stronger contribution and was a significant predictor of work-life balance and work-life conflict scores, than perceived job pressure-type stress. Perceived job threat-type stress among academics was also a significant predictor and associated with poorer wellbeing and increased ill-being, but perceived job pressure-type stress was not related to academics' wellbeing or ill-being (Quintana et al., 2019). Work-life balance is crucial for educators as it influences their well-being, job satisfaction, and effectiveness in the classroom. Educators face demanding workloads, making it essential to maintain a healthy balance to prevent burnout and enhance their overall well-being. When educators prioritize their personal lives and engage in activities outside of work, they experience fulfillment and bring a positive mindset into the classroom, resulting in improved teaching quality and student interactions. Happiness among educators is vital for their motivation, engagement, and relationships with students. The intrinsic satisfaction they derive from witnessing students' growth and success contributes to their happiness (Ertuk, 2022).

Positive relationships with students and colleagues also play a significant role. Several studies have explored work-life balance among educators, highlighting the challenges faced by female teachers and the impact of working conditions on job satisfaction. By understanding the factors influencing educators' happiness and implementing strategies to promote work-life balance, educational institutions can create a supportive environment that fosters greater happiness among educators (Mahajan & Singh, 2023).

STATEMENT OF THE PROBLEM

This study determined the relationship between the work-life balance practices and teaching performance of teachers in public elementary schools of Davao del Norte Division. More specifically, it sought to answer the following questions:

1. What is the level of work-life balance practices of public elementary teachers in terms of:
   - 1.1 individual; and
   - 1.2 institutional?
2. What is the level of teaching performance of public elementary teachers in terms of:
   - 2.1 planning;
   - 2.2 development; and
   - 2.3 results?
3. Is there a significant relationship between work-life balance practices and teaching performance of teachers?
4. Which domains of work-life balance practices significantly influence the teaching performance of teachers?

METHODOLOGY

This chapter provides an overview of the methodology for this study, encompassing the research design, research participants, research tools, data collection procedure, and data analysis to be utilized in this investigation.

Research Design

This research adopted a quantitative approach, specifically employing a descriptive correlational design. Quantitative research systematically explores phenomena by gathering numerical data and using statistical or computational analyses. It emphasizes quantifiable characteristics and is suited for phenomena that can be represented in numerical terms. The main purposes of quantitative methods are to detect patterns, calculate averages, make predictions, assess causal links, and extend findings to a larger population or group (Lim, 2024).

Meanwhile, the descriptive correlational research design specifically emphasizes the portrayal of variables and evaluates the degree of their interrelationships. This approach investigates and forecasts how variables are intrinsically associated in real-world settings, without any manipulation or imposition of causality by the researcher. Its goal is to clarify the associations among two or more variables without asserting any cause-and-effect relationships. This design requires the collection and analysis of data from at least two variables to ascertain whether a relationship exists between them (Bhat, 2024).

This research was categorized as quantitative due to its dependence on numerical data for analysis and interpretation. Within this study, a descriptive approach was utilized primarily to evaluate the extent of work-life balance practices and teaching performance among teachers. Additionally, it was correlational in nature as it examined the relationship between work-life balance practices and the teaching performance of educators in public elementary schools in the Davao del Norte Division.

Research Respondents

This research focused on a sample of 209 public elementary teachers from the Division of Davao del Norte. Utilizing the Raosoft calculator, the original population of 455 teachers spanning Grades 1 to 6 with at least three years of teaching experience was reduced to 209. This aligned with the assertion made by Memon et al. (2020) that a minimum sample size of 200 was required for conducting Pearson r analysis. Therefore, the selection of 209 participants was adequate to fulfill the objectives of the study.

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The researcher utilized a probability sampling technique, specifically cluster random sampling. This approach entails segmenting a large population into smaller groups, known as clusters, from which data is gathered. Each cluster acts as a representative subgroup that can be examined in depth. Cluster sampling is especially beneficial for obtaining reliable data from populations that are spread out geographically (Ahmed, 2024). In this study, the researcher guaranteed that all selected schools were adequately represented.

The researcher established specific criteria to direct the selection of participants. The study's inclusion and exclusion guidelines specified that elementary teachers from Grade 1 to Grade 6 must possess a minimum of three years of teaching experience. This requirement was grounded in the belief that a three-year tenure in the public school system would equip teachers to assess their work-life balance practices and teaching effectiveness adequately. As a result, those with less than three years of experience were excluded from participation. Additionally, it was made clear that participants had the right to withdraw from the study if they felt uncomfortable or hesitant about completing the survey questionnaire. This choice was fully honored, underscoring the significant emphasis on the respondents' welfare and well-being throughout the research process.

Research Instruments

For data collection, this study employed an adapted survey questionnaire designed explicitly for this research. The questionnaire consisted of two parts to thoroughly meet the research objectives. The first part concentrated on evaluating work-life balance practices, whereas the second part assessed teaching performance.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These tools were used in answering the statement of the problem and the hypotheses.

Mean

It is the average of a set of numbers, calculated by adding all the values together and dividing the sum by the total number of values. This was used to measure the level of work-life balance practices and teaching performance of teachers. This answered the statement of the problem 1 and 2.

Pearson Product-Moment Correlation Coefficient

It is a statistical measure that indicates the strength and direction of the linear relationship between two continuous variables, ranging from -1 (perfect negative correlation) to +1 (perfect positive correlation), with 0 indicating no linear correlation. This was utilized to determine the relationships between work-life balance practices and teaching performance of teachers. This answered the statement of the problem 3 and the first hypothesis.

Regression Analysis

It is a statistical method used to examine the relationship between one dependent variable and one or more independent variables, allowing researchers to predict outcomes and understand how changes in the independent variables influence the dependent variable. This was employed to determine the significant influence of work-life balance practices on teaching performance of teachers. This answered the statement of the problem 4 and the second hypothesis.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Level of Work-Life Balance Practices of Teachers in terms of Individual

Table 1 reflects the level of work-life balance practices of teachers in terms of individual. It shows that the overall mean is 3.43, in a high level. This means that the level of work-life balance practices of teachers in terms of individual is oftentimes evident.

It can be gleaned from the data that all 15 statements reveal a varying result ranging from moderately high to high result. When arranged chronologically according to mean scores, the items are as follows: setting myself specific and clearly defined goals (3.49), reflecting every day to overcome stress (3.48), and managing my time properly (3.47). These items prove that the level of the work-life balance practices of teachers in terms of individual is oftentimes evident.

The findings highlight the level of work-life balance practices of teachers in terms of individual practices indicating a high level of effectiveness in this area. This suggests that teachers generally implement strategies to manage their work-life balance, with practices that are oftentimes evident. The data reveals a mix of moderately high to high results across all 15 statements, indicating that teachers employ a range of strategies to maintain balance between their professional and personal lives.

Among the highest-scoring items, setting clear and specific goals, reflecting daily to manage stress, and effectively managing time stand out as key practices contributing to teachers' work-life balance. These findings suggest that teachers are intentional in their approach to balancing work demands with personal well-being. By engaging in goal setting, reflection, and time management, teachers are demonstrating a proactive approach to managing the challenges of their roles while maintaining their personal lives. These practices show a consistent and high level of commitment to work-life balance.

The high status of individual work balance practices confirmed the stance of Aygun and Hamedoglu (2022) citing that the hallmark of individual balance is a feeling or motivation of spontaneous joy while performing a task. They also stressed that individual balance is a sense that one's skills can manage the challenges at hand in a goal focused and ruled bound task that provides specific feedback as to how one is performing. A teacher's concentration is so intense that there is no attention left to think about anything irrelevant. Moreover, a task that evokes such experiences is so fulfilling that teachers are willing to do it not only for their own sake but also for the benefit of the majority in the workplace and the community that they are serving.

Moreover, Zosel et al. (2024) highlighted that teachers employ various strategies to manage the interaction between their work and personal lives. These include seeking support from others, maintaining work satisfaction, separating work and personal life, planning ahead, and viewing teaching as a calling. As emphasized by Apat and Swain (2023), personal life factors can have both positive and negative impacts on teachers' professional role enactment, affecting interpersonal relationships, personal well-being, and socioeconomic aspects.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between work-life balance practices and teaching performance of teachers in public elementary schools. The study was conducted in the selected public schools of Davao Del Norte Division. There were two hundred nine (209) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study was tested at 0.05 level of significance.

The level of work-life balance practices of teachers is high. This indicates that teachers are effectively managing professional responsibilities alongside personal well-being. This balance contributes to reduced stress, increased job satisfaction, and sustained teaching performance. High work-life balance also supports teachers' overall health and motivation, positively impacting both their personal lives and classroom effectiveness.

Meanwhile, the level of teaching performance of teachers is high. This indicates that teachers have the competence in delivering instruction, managing classrooms, and supporting student learning. This suggests that teachers are effectively applying pedagogical strategies and meeting professional standards. High teaching performance contributes to improved student outcomes and enhances the overall quality of education in the school.

It was found out that there is a significant relationship between work-life balance practices and teaching performance of teachers. Moreover, all domains of work-life balance practices are linked to the teaching performance of teachers. This suggests that supporting teachers' work-life balance can lead to better instructional quality, increased motivation, and improved student outcomes.

Furthermore, all domains of work-life balance practices significantly influenced the teaching performance of teachers. This leads to the rejection of the null hypothesis. This indicates that maintaining a healthy balance between personal and professional life positively impacts job effectiveness.

Conclusions

Based on the findings of this study, the following conclusions were offered: The level of work-life balance practices of teachers is high which means that it is oftentimes evident. Notably, individual and institution are oftentimes evident.
Meanwhile, the level of teaching performance of teachers is high. Specifically, result is always evident while planning and development are oftentimes evident.

Based on the findings, work-life balance practices and teaching performance are related. This leads to the rejection of the null hypothesis confirming that all of the domains of work life balance practices are linked to the teaching performance of teachers.

Meanwhile, all domains of work-life balance practices significantly influenced the teaching performance of teachers. Of which, inspirational motivation indicates a higher influence on the teaching performance of teachers compared to other indicators. This leads to the rejection of the null hypothesis.

The significant and positive correlation between the work-life balance practices and teaching performance of teachers supports the principles established in Self-Determination Theory by Ryan and Deci (2000) as cited by Cherry (2024). This theory highlighted that self-determination is an important concept in psychology since it affects psychological health and well-being. All intentional behavior is believed to fall on a continuum of controlling to autonomous, such that an individual engages in the behavior due to either pressure from an external force or internal drive. Intrinsic motivation, or self-determined behavior, refers to motivation emanating from the self, in which a particular task aligns with personal values, and is pursued for enjoyment and fulfillment. This theory posits that individuals are most motivated and perform best when their basic psychological needs for autonomy, competence, and relatedness are met. In the context of work-life balance, when teachers feel supported in managing their personal and professional lives, they are more likely to experience increased motivation and improved teaching performance.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the findings, it is recommended that DepEd officials institutionalize and strengthen programs that promote both individual and organizational work-life balance practices among teachers, as these significantly influence teaching performance. Initiatives such as time management workshops, mental health support, flexible workload arrangements, and regular professional development focused on planning and instructional strategies can further enhance teachers' effectiveness. By reinforcing supportive systems at both the personal and institutional levels, DepEd may help sustain high levels of teaching performance, especially in areas such as planning and development where continuous improvement is essential.

Moreover, school heads are encouraged to create a supportive work environment by implementing school-based policies and activities that enhance both individual and institutional work-life balance practices. This may include setting realistic workloads, promoting a culture of mutual respect and collaboration, recognizing teachers' efforts, and ensuring access to wellness and stress-management programs. Since work-life balance significantly influences teaching performance, especially in planning and development, school heads may also provide ongoing mentoring and opportunities for professional growth to ensure sustained teacher effectiveness in the classroom.

Furthermore, teachers may continuously maintain and enhance their work- life balance practices, particularly in the individual domain, by setting clear goals, managing time efficiently, and adopting strategies for stress reduction. Recognizing the significant link between work-life balance and teaching performance, teachers may also actively engage in self-care, professional development, and collaborative activities that support both personal well-being and instructional effectiveness. By prioritizing balance in their personal and professional lives, teachers may sustain high levels of performance, particularly in planning and development, and contribute more meaningfully to student success.

Lastly, future researchers are recommended to explore the relationship between work-life balance and teaching performance using a broader scope, such as including more diverse school settings (e.g., urban vs. rural, public vs. private) or integrating additional variables like stress levels, mental health, or job satisfaction. Longitudinal studies may also be conducted to determine the long- term effects of work-life balance interventions on teaching outcomes. Additionally, qualitative approaches such as interviews or focus group discussions may provide deeper insights into the personal experiences of teachers regarding how their work-life balance influences their classroom performance and overall well-being.

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