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CLASSROOM MANAGEMENT STRATEGIES AND WORK-LIFE BALANCE AMONG TEACHERS IN DAVAO DEL NORTE DIVISION

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ABSTRACT

This study aimed to determine the predictive power of classroom management strategies domains on the work-life balance of public elementary school teachers in Santo Tomas District, Davao del Norte. A descriptive-correlational research design was used, involving 118 teacher-respondents selected through simple random sampling. Data were gathered through validated survey instruments and analyzed using weighted mean, standard deviation, Pearson Product-Moment Correlation, and linear regression analysis at the 0.05 level of significance. Findings revealed that classroom management strategies were extensive, with adaptive teaching as the strongest area and relationship as the weakest area. Work-life balance was moderately extensive, with awareness towards work-life balance as the strongest area, while job satisfaction and flexible environment was the weakest area. Results showed a direct, positive, strong, and significant relationship between classroom management strategies and work-life balance. Regression analysis further revealed that classroom management strategies significantly influenced teachers' work-life balance, with adaptive teaching, relationship, and behavior management as significant predictors. Among these domains, behavior management showed the strongest practical contribution. The findings suggest that strengthening classroom management practices, reducing work-related strain, supporting positive teacher-learner relationships, and promoting school-level wellness policies may improve teachers' work-life balance.

KEYWORDS: *Classroom Management Strategies; Work-Life Balance; Adaptive Teaching; Behavior Management; Public Elementary School Teachers*

INTRODUCTION

Poor work-life balance among teachers has become a serious concern because many teachers now experience strained professional and personal well-being. Heavy teaching loads, classroom behavior concerns, reports, lesson preparation, and family responsibilities often compete for the same time and energy. As a result, some teachers may feel tired, emotionally pressured, and unable to give equal attention to work, family, and personal needs. This condition may affect their patience, motivation, classroom performance, and satisfaction with the teaching profession. Hence, this concern leads to the need to examine how classroom management strategies may predict the work-life balance of public elementary school teachers in Davao del Norte Division.

In South Africa, the poor status of teachers' work-life balance may be seen in the way family responsibilities, economic pressure, and school demands overlap in the daily lives of public primary school teachers. Female teachers may experience stronger pressure when household support, spouse income, and family needs are not enough to reduce work-related stress (Nayemo et al., 2025). At the same time, the wider education and care-related teaching context shows that occupational stress, understaffing, and heavy workloads remain common sources of work-life imbalance, with one scoping review covering 17 articles from 2014 to 2024 (Mathebula et al., 2025). These conditions suggest that teachers may carry both professional and domestic burdens, making rest and personal recovery more difficult. Consequently, strained well-being becomes a problem because teachers may enter the classroom already affected by fatigue, role conflict, and limited emotional space.

In Tanzania, work-life balance problems among teachers are linked with demanding work attributes, occupational stress, and limited personal recovery. Teachers may struggle when school responsibilities require high engagement while personal and family needs remain difficult to manage (Kibambila, 2026). In addition, Nyakeko et al. (2023) revealed that occupational stress among secondary school teachers in Mwanza Region involved a large sample of participants, showing that the problem is broad enough to require serious attention in school systems. Such pressure may weaken teachers' energy, classroom focus, and emotional readiness to handle learners. This reflects how strained professional and personal well-being can develop when teaching responsibilities exceed the teacher's available time, support, and coping resources.

In China, teachers' work-life balance concerns are shaped by strong job demands, work engagement pressures, and the need to maintain personal well-being. Chinese college teachers may experience difficulty when professional duties interfere with family engagement, rest, and personal health (Wei et al., 2025). Similarly, Meng et al. (2024) reported that English teachers face concerns related to work-life balance and management support because teacher performance is affected when work demands are not properly supported by the institution. These issues show that poor balance is not only a personal problem but also an organizational concern connected with workload, support systems, and school expectations. Thus, strained well-being becomes visible when teachers continue to perform professional tasks while personal life and emotional health are gradually affected.

In the Philippine context, including urban school settings such as Metro Manila, teachers may experience poor work-life balance because teaching responsibilities are closely connected with motivation, satisfaction, and job commitment. When work-life balance is weak, teachers may find it difficult to sustain commitment because professional demands may conflict with personal time and family responsibilities (Munda & Gache, 2024). According to Favila (2026), among elementary educator-mothers, the concern becomes more serious because teaching tasks, school activities, home duties, and caregiving roles can overlap within the same day. This situation shows that strained well-being may be stronger among teachers who manage both classroom expectations and family care obligations. Hence, the Philippine teaching context reflects the need to address work-life balance as a condition that affects both teacher welfare and teaching quality.

In the Davao Region, work-life balance problems among public school teachers may be connected with job satisfaction, organizational culture, and professional commitment. Public school teachers in the region operate within demanding school environments where work responsibilities, institutional expectations, and personal obligations may affect their sense of balance (Quines & Arendain, 2023). In Davao del Norte, public school teachers have described the difficulty of managing personal and professional life, especially when teaching work extends beyond school hours (Barbarona-Gudelosao & Escote, 2025). These conditions suggest that teachers may experience stress not only from classroom instruction but also from reports, school duties, and family responsibilities. Consequently, poor work-life balance becomes a regional concern because it may reduce teacher energy, weaken satisfaction, and affect the quality of classroom engagement.

In the researcher's setting, Santo Tomas District in Davao del Norte may also experience similar concerns because public elementary teachers handle young learners who require constant guidance, patience, and classroom structure. Teachers may face daily pressure from lesson preparation, behavior management, paperwork, assessment, school activities, and communication with parents. These duties may continue after school hours, reducing time for family, rest, personal care, and emotional recovery. When teachers repeatedly experience this imbalance, their professional and personal well-being may become strained. This local situation makes it important to examine work-life balance in relation to classroom management strategies because classroom conditions may directly affect how teachers manage stress and time.

The methodological gap lies in the limited use of quantitative predictive designs that directly examine how classroom management strategy domains influence teachers' work-life balance. Many existing discussions focus on general work-life balance, teacher stress, job satisfaction, or lived experiences, but fewer studies test whether adaptive teaching, relationship-building, and behavior management can predict teachers' balance between work and personal life. This leaves uncertainty on which classroom management domain contributes most strongly to teachers' satisfaction with family and self life, role overload, awareness of balance, job satisfaction and flexible environment, and self-appreciation of work. The empirical gap is also clear because available studies do not sufficiently focus on public elementary school teachers in Davao del Norte Division. Thus, a quantitative study is needed to provide measurable evidence on the relationship between classroom management strategies and work-life balance in this specific educational context.

The urgency of conducting the study in Santo Tomas District is grounded in the daily realities of public elementary teachers who manage both instructional and non-instructional responsibilities. Since classroom management problems can increase stress, unfinished work, and emotional fatigue, it is important to determine whether stronger classroom management strategies can help improve teachers' work-life balance. The study may guide school heads and education leaders in designing focused support programs based on the domains that significantly predict teacher well-being. It may also help teachers understand which classroom practices can reduce pressure and support healthier professional and personal functioning. Therefore, examining this issue in the researcher's setting is timely because the results may support better teaching conditions, stronger classroom practice, and improved teacher well-being in Davao del Norte Division.

THE STUDY'S OBJECTIVES

The primary objective of this academic endeavor is to evaluate the predictive power of classroom management strategies domains on the work-life balance of public elementary school teachers in Davao del Norte Division. More specifically, it sought to:

1. Determine the extent of classroom management strategies in terms of adaptive teaching; relationship; and behavior management.
2. Assess the extent of work-life balance of teachers in terms of satisfaction with family and self life; role overload; awareness towards work life balance; job satisfaction and flexible environment; and self-appreciation of work.
3. Evaluate significant relationship between classroom management strategies and work-life balance of public elementary school teachers in Davao del Norte Division.

4. Examine which domains of classroom management strategies significantly influence the work-life balance of public elementary school teachers in Davao del Norte Division.

METHODOLOGY

This section provides a comprehensive overview of the research design, including details on the research respondents, ethical considerations, research instruments, and procedural steps. It also outlines the methods for data collection and analysis, ensuring a clear framework for the study.

Research Design

This study employed a quantitative descriptive-correlational research design with predictive analysis to determine the relationship between classroom management strategies and work-life balance of public elementary school teachers in Santo Tomas District, Davao del Norte. The descriptive component was used to determine the level of the variables, the correlational component examined the significant relationship between them, and regression analysis was used to identify which classroom management strategy domains significantly predicted teachers' work-life balance. This design was appropriate because it enabled the researcher to gather numerical data, describe the status of the variables, examine relationships, and identify predictive associations without manipulating the research environment.

Meanwhile, descriptive method of research refers to a method that describes the present condition, characteristics, level, or extent of a certain variable or phenomenon. It focuses on presenting what exists without changing or manipulating the situation being studied (Siedlecki, 2020). This method was appropriate for the study because it described the extent of classroom management strategies in terms of adaptive teaching, relationship, and behavior management. It also described the work-life balance of teachers in terms of satisfaction with family and self life, role overload, awareness towards work-life balance, job satisfaction and flexible environment, and self-appreciation of work. Through this method, the researcher was able to present a clear picture of the status of the variables among public elementary school teachers in Davao del Norte Division.

Lastly, correlational research approach refers to an approach that determines whether two or more variables are significantly related to one another. It examines the degree and direction of the relationship between variables without directly controlling or manipulating them (Sullivan, 2024). This approach was appropriate for the study because it determined whether classroom management strategies domains were significantly related to the work-life balance of teachers. It helped the researcher identify whether higher levels of adaptive teaching, relationship, and behavior management were associated with better work-life balance among public elementary school teachers. Adding more, it supported the purpose of the study by providing a basis for analyzing the predictive power of classroom management strategies domains on the work-life balance of teachers in Davao del Norte Division.

Respondents

The respondents of the study were the public elementary school teachers from Santo Tomas District, Davao del Norte. They were chosen because they directly experienced classroom management demands and work-life balance concerns in the public elementary school setting. They were fit to undergo the survey because they regularly handled diverse learner behaviors, implemented classroom management strategies during daily instruction, and managed both teaching and non-teaching responsibilities. These characteristics made them appropriate sources of information for examining how adaptive teaching, relationship, and behavior management predicted teachers' work-life balance. Thus, their experiences provided relevant data for understanding the connection between classroom management practices and personal-professional well-being.

The researcher set inclusion criteria to ensure that the selected respondents were suitable for the purpose of the study. The respondents included public elementary school teachers who were currently teaching in Santo Tomas District, Davao del Norte during the conduct of the study. They were also required to have actual classroom teaching responsibilities so that they could properly answer items related to classroom management strategies and work-life balance. In addition, respondents must have served in the district for at least one (1) school year to ensure that they had sufficient experience with classroom management demands, school routines, and workload conditions.

Sampling

The study initially targeted 127 public elementary school teachers based on the computed sample size using Yamane's Formula from a total population of 186 teachers. However, only 118 respondents successfully participated in the study due to non-response caused by scheduling conflicts and respondent unavailability. While the final sample was lower than the targeted number, the retrieved responses still provided sufficient data for statistical analysis and interpretation within the context of the study.

The respondents were chosen using the simple random sampling technique. This technique referred to a sampling method in which every member of the population had an equal chance of being selected as part of the study (Noor et al., 2022). In

the selection process, the researcher first obtained the official list of public elementary school teachers from Santo Tomas District, Davao del Norte Division. Afterward, each teacher was assigned a number, and the required respondents were selected randomly using a random number generator or similar procedure. Through this process, bias in selecting respondents was minimized, and the sample fairly represented the population of public elementary school teachers in the district.

Research Instrument

The researcher made use of an adapted and modified survey questionnaire to suit the current investigation. The first part of the instrument assessed classroom management strategies, which was based on the related classroom management constructs presented by Soydan et al. (2022). This section of the questionnaire was distributed across three indicators: adaptive teaching, relationship, and behavior management. The instrument obtained a Cronbach's alpha coefficient of 0.947, which was

Range of Mean	Description	Interpretation
4.20 - 5.00	Very Extensive	The classroom management strategies of teachers are always evident.
3.40 – 4.19	Extensive	The classroom management strategies of teachers are oftentimes evident.
2.60 – 3.39	Moderately Extensive	The classroom management strategies of teachers are sometimes evident.
1.80 – 2.59	Less Extensive	The classroom management strategies of teachers are seldom evident.
1.00 – 1.79	Not Extensive	The classroom management strategies of teachers are never evident.

described as excellent. This value indicated that the instrument demonstrated very high reliability and very strong internal consistency in measuring classroom management strategies. The questionnaire utilized a 5-point Likert scale, and the interpretation was based on the following ranges of means:

The second part of the instrument examined the work-life balance of teachers. This instrument was based on the work-life balance constructs presented by Dhone et al. (2025), and the questionnaire was distributed across five indicators: satisfaction with family and self life, role overload, awareness towards work-life balance, job satisfaction and flexible

Range of Mean	Description	Interpretation
4.20 - 5.00	Very Extensive	The work-life balance of teachers is always observed.
3.40 – 4.19	Extensive	The work-life balance of teachers is oftentimes observed.
2.60 – 3.39	Moderately Extensive	The work-life balance of teachers is sometimes observed.
1.80 – 2.59	Less Extensive	The work-life balance of teachers is seldom observed.
1.00 – 1.79	Not Extensive	The work-life balance of teachers is never observed.

environment, and self-appreciation of work. The instrument obtained a Cronbach's alpha coefficient of 0.969, which was described as excellent. This value indicated that the instrument demonstrated very high reliability and a very strong level of internal consistency. Hence, the instrument was considered suitable for measuring the work-life balance of public elementary school teachers in Davao del Norte Division. The questionnaire utilized a 5-point Likert scale, and the interpretation was based on the following ranges of means:

Data Gathering Procedure

The procedure of the study described the steps that were followed in collecting the information needed for the study. It included the processes of securing permissions, distributing and retrieving the survey questionnaires, and preparing the data for statistical analysis.

Permission to Conduct the Study. The data gathering procedure began with the acquisition of ethical clearance from the Graduate School RMC-Research Ethics Committee (GRAC-REC). The ethics certification was acquired on August 19, 2025, which confirmed that the study followed the required ethical standards for research involving human respondents. After this, the researcher obtained an endorsement from the Dean of the Graduate School at The Rizal Memorial Colleges, Inc., Davao City. The endorsement was obtained on August 23, 2025, and served as formal institutional support for the conduct of the study. Thus, the researcher first secured the necessary ethical and academic approvals before proceeding to the field.

After securing the ethical clearance and endorsement, the researcher sought permission from the Schools Division Superintendent of Davao del Norte to conduct the study among the public elementary schools in Santo Tomas District. The

request letter to the Division Office included the endorsement from the Dean of the Graduate School at The Rizal Memorial Colleges, Inc. and the ethical clearance from the Graduate School RMC-Research Ethics Committee as supporting documents. These documents were attached to establish the legitimacy, purpose, and ethical compliance of the study. After the approval letter from the Schools Division Superintendent was secured, which was obtained on was obtained on October 9, 2025, it was attached to the letters addressed to the principals of the selected schools to request permission for the actual conduct of the study. Consequently, the study was conducted from December 17, 2025 to January 26, 2026, after the required administrative permissions had been obtained.

Distribution and Retrieval of the Questionnaire. The first step in the distribution and retrieval of the questionnaire was the identification and selection of the respondents. The respondents were public elementary school teachers from Santo Tomas District, Davao del Norte, who were selected because they were directly involved in classroom management and teaching-related responsibilities. The targeted number of respondents was 127 public elementary school teachers based on the computed sample size. However, only 118 teachers were able to participate in the conduct of the survey because some respondents were unreachable after many attempts and some had conflicts in schedule. Before the actual data gathering, the researcher conducted a pilot test among a small group of 25 teachers to check the clarity, reliability, and suitability of the questionnaire.

After the pilot testing, the researcher proceeded with the distribution of the survey questionnaires to the selected respondents. The respondents were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. They were also assured that their answers would be used only for research purposes. Moreover, the respondents were given ample time to finish answering the questionnaire carefully and honestly. Through this process, the distribution of the questionnaire was conducted in an organized, respectful, and ethical manner.

Adding more, the respondents were allowed to answer the questionnaires either online or face-to-face. The online mode was provided for respondents who preferred a more convenient and flexible way of answering the survey. Meanwhile, the face-to-face mode was used for respondents who were available in their respective schools during the data gathering period. This arrangement helped accommodate the availability, location, and personal circumstances of the teacher-respondents. After the answering period, the researcher retrieved the completed questionnaires and checked them for completeness and usability.

Collation and Statistical Treatment of Data. After collecting the completed survey questionnaires, the researcher counted and sorted the retrieved responses. The responses were checked to ensure that the data were complete, readable, and suitable for statistical analysis. Afterward, the data were recorded and encoded in a Microsoft Excel spreadsheet. The responses were organized according to the domains of classroom management strategies, namely adaptive teaching, relationship, and behavior management. They were also encoded according to the domains of work-life balance of teachers, namely satisfaction with family and self life, role overload, awareness towards work-life balance, job satisfaction and flexible environment, and self-appreciation of work.

Subsequently, descriptive analysis was conducted using weighted mean and standard deviation. The weighted mean was used to describe the extent of classroom management strategies and the extent of work-life balance of public elementary school teachers. The standard deviation was used to determine the consistency or variation of the responses among the teacher-respondents. In addition, the Shapiro-Wilk Test was conducted to examine whether the data met the assumption of normality. The results showed non-significant values for both variables, which indicated that the data did not significantly deviate from normality.

Consequently, inferential statistics were conducted because the assumption of normality was met. Pearson Product-Moment Correlation was used to determine the relationship between classroom management strategies and the work-life balance of public elementary school teachers in Davao del Norte Division. Linear Regression Analysis was also used to determine the predictive power of classroom management strategies domains on the work-life balance of public elementary school teachers. These statistical tools helped identify whether adaptive teaching, relationship, and behavior management significantly predicted teachers' work-life balance. Therefore, the statistical treatment provided evidence for answering the research problems of the study.

Finally, the results were interpreted and discussed based on the statistical findings and the objectives of the study. The researcher analyzed the meaning of the descriptive results to explain the extent of classroom management strategies and work-life balance of teachers. The inferential results were also discussed to determine the relationship and predictive influence between the study variables. Afterward, the findings were connected to the related literature, theoretical foundations, and research questions of the study. Based on the results, conclusions and recommendations were provided to guide DepEd officials, school heads, teachers, and future researchers in improving classroom management support and teacher work-life balance.

Data Analysis

The following statistical tools were utilized by the researcher to process and analyze the gathered data. These tools ensured accurate interpretation of results and proper testing of the relationships among the variables in the study.

Weighted mean was a measure of central tendency that conceptually described the average value of responses across indicators or domains of a variable. In this study, it was operationally used to determine the overall extent of classroom management strategies and work-life balance of public elementary school teachers in Davao del Norte Division. It summarized the average responses of the teacher-respondents in terms of adaptive teaching, relationship, and behavior management. It was also used to describe the level of work-life balance in terms of satisfaction with family and self life, role overload, awareness towards work-life balance, job satisfaction and flexible environment, and self-appreciation of work.

The *standard deviation* was a statistical measure that conceptually described the degree of spread or variation of scores from the mean. In this study, it was operationally used to determine how close or varied the responses of public elementary school teachers were in relation to the average scores for classroom management strategies and work-life balance. It showed whether the respondents had similar or different perceptions regarding adaptive teaching, relationship, and behavior management. It also indicated whether their responses on work-life balance were consistent or widely dispersed across satisfaction with family and self life, role overload, awareness towards work-life balance, job satisfaction and flexible environment, and self-appreciation of work.

Shapiro-Wilk Test was a test of normality that conceptually determined whether a set of data followed a normal distribution. In this study, it was operationally used to assess whether the data on classroom management strategies and work-life balance of teachers were normally distributed. The test helped determine whether parametric statistical tools could be used in analyzing the relationship and predictive influence of the variables. Its result served as the basis for using Pearson Product-Moment Correlation and linear regression analysis in examining the relationship between classroom management strategies and work-life balance and the predictive power of classroom management strategy domains on teachers' work-life balance.

Pearson Product-Moment Correlation was a parametric statistical tool that conceptually measured the strength and direction of the relationship between two continuous variables. In this study, it was operationally used to examine the relationship between classroom management strategies and work-life balance of public elementary school teachers in Davao del Norte Division. It determined whether the relationship between the variables was positive or negative and whether the association was statistically significant. Through this tool, the researcher was able to identify whether higher levels of classroom management strategies were associated with stronger work-life balance among public elementary school teachers.

Linear regression analysis was a parametric statistical tool that conceptually determined the influence of one or more independent variables on a dependent variable. In this study, it was operationally used to examine the predictive power of classroom management strategies domains on the work-life balance of public elementary school teachers in Davao del Norte Division. It determined whether adaptive teaching, relationship, and behavior management significantly predicted teachers' work-life balance. Through this procedure, the researcher was able to identify which domain of classroom management strategies contributed to the improvement or variation of work-life balance among public elementary school teachers.

Ethical Consideration

The ethical considerations section of this thesis outlined the measures taken to uphold the highest standards of research integrity and respect for all respondents. This section had been carefully crafted to meet the rigorous criteria set by the RMC Graduate School Ethics Committee, ensuring that all ethical guidelines were strictly followed throughout the study.

Social Value. The study observed social value by addressing the concern on the work-life balance of public elementary school teachers in Davao del Norte Division. It focused on a problem that affected not only teachers but also learners, school heads, and the wider school community. By examining the predictive power of classroom management strategies domains, the study provided useful information on how classroom practices related to teacher well-being. The researcher ensured that the study was not conducted merely for academic completion but for generating findings that could support better school practices. Thus, the study had societal relevance because it aimed to contribute to healthier teaching conditions and improved classroom management support.

Moreover, the study promoted social value by focusing on public elementary school teachers who carried important responsibilities in basic education. These teachers handled young learners, managed classroom behavior, prepared lessons, completed reports, and responded to school and community expectations. Because of these demands, the study recognized the need to understand factors that could support their professional and personal well-being. The researcher treated the study as a means to identify classroom management domains that may help reduce stress and improve balance. Therefore, the study supported the broader goal of strengthening teacher welfare in the public school system.

In addition, the study was socially valuable because its findings could guide education leaders in making decisions based on local evidence. The results could help DepEd officials and school heads design programs related to classroom management, workload support, and teacher wellness. It could also help teachers reflect on practices that may protect their time, energy, and emotional health. The researcher ensured that the study focused on practical concerns that were relevant to the daily realities of teachers. Hence, the study served the interest of the school community by linking classroom management practices with work-life balance.

Informed Consent. The researcher observed informed consent by ensuring that the respondents were properly informed before they answered the survey questionnaire. The public elementary school teachers were informed about the purpose of the study, which was to examine the predictive power of classroom management strategies domains on their work-life balance. They were also informed that their responses would be used only for research purposes. The researcher explained the nature of the survey in clear and simple terms so that the respondents could make a voluntary decision. Thus, informed consent was secured before the respondents participated in the study.

Further, the respondents were informed about the possible benefits of the study. They were told that the findings could help improve classroom management support, teacher wellness programs, and school-based interventions related to work-life balance. Although there was no direct material benefit, the respondents were made aware that their answers could contribute to better understanding of teachers' needs. The researcher also emphasized that participation would not affect their employment, evaluation, or relationship with the school. Therefore, the consent process helped the respondents understand the value and limits of their participation.

Furthermore, the researcher respected the respondents' right to withdraw from the study. The respondents were informed that they could refuse to answer the questionnaire or stop participating at any point without penalty. They were also allowed to skip items that made them uncomfortable. The researcher made sure that participation remained voluntary from the start until the retrieval of the questionnaire. Hence, the informed consent process protected the freedom, comfort, and dignity of the respondents.

Vulnerability of Research Respondents. The researcher recognized that the respondents were public elementary school teachers who might experience work pressure, administrative demands, and time constraints. Although they were professionals and not considered highly vulnerable, their position within the school system required careful ethical protection. They might have felt obliged to participate if the request came through school channels. To reduce this concern, the researcher emphasized that participation was voluntary and that non-participation would not affect their work status. Thus, the researcher treated the respondents with caution and respect throughout the study.

Moreover, the researcher applied mitigation measures to protect the respondents from possible discomfort or pressure. The survey was scheduled in a way that considered the availability of teachers and avoided unnecessary disruption of classes. The respondents were given enough time to answer so that they would not feel rushed. The researcher also made sure that the questionnaire items were related only to classroom management strategies and work-life balance. Therefore, the process minimized burden while still allowing the respondents to provide meaningful responses.

In addition, the researcher secured the necessary approvals from the Schools Division Superintendent and the school heads before conducting the study. These approvals were necessary because the respondents were public elementary school teachers under the supervision of the public school system. The approval from the SDS established that the study was allowed at the division level. The permission from school heads ensured that the conduct of the survey was properly coordinated within the selected schools. Hence, administrative approval served as an ethical safeguard for the respondents and the institutions involved.

Privacy and Confidentiality. The researcher observed privacy and confidentiality by following the principles of the Data Privacy Act of 2012. The law protects personal information in government and private information systems and emphasizes the protection of the fundamental human right to privacy. In the study, the researcher collected only information that was necessary for answering the research objectives. The identity of the respondents was kept confidential, and the results were presented in summarized form. Thus, the privacy of the public elementary school teacher-respondents was protected during the conduct of the study.

Moreover, the researcher ensured that only the researcher had access to the raw data and the information of the respondents. Names and identifying details were not disclosed in the final report. The responses were encoded and treated as confidential research data. The researcher also avoided sharing individual answers with school heads, colleagues, or other persons not involved in the study. Therefore, the respondents were protected from possible identification or misuse of their information.

In addition, the researcher properly handled both physical and digital copies of the data. Printed questionnaires were kept in a secure place where only the researcher could access them. Digital files were stored in password-protected devices or folders to prevent unauthorized access. After the required retention period, physical copies were disposed of through shredding, while digital files were permanently deleted. Hence, data disposal was observed to ensure that the respondents' information remained protected even after the completion of the study.

Risk, Benefits and Safety. In terms of risk, the study involved minimal risk because the respondents only answered a survey questionnaire. However, some respondents might have experienced slight discomfort when answering items related to workload, role overload, classroom management, and work-life balance. To address this, the researcher allowed the respondents to answer at their own pace and skip any item that they did not wish to answer. The researcher also reminded them that participation was voluntary and that they could withdraw without penalty. Thus, possible emotional or time-related risks were reduced during the conduct of the study.

In terms of benefits, the study provided indirect benefits to the respondents and the school community. The findings could help identify classroom management strategy domains that supported or predicted better work-life balance among public elementary school teachers. This information could guide school heads in planning interventions, mentoring activities, and wellness support for teachers. It could also help DepEd officials design programs that addressed both classroom practice and teacher well-being. Therefore, the study offered practical benefits by producing evidence that could improve teacher support systems.

In terms of safety, the researcher ensured that the data gathering process did not harm the respondents physically, emotionally, or professionally. The survey was conducted in a respectful manner and did not require the respondents to perform difficult or sensitive tasks. The researcher coordinated with school authorities to ensure that the schedule and mode of answering were appropriate. The respondents were also given the option to answer through online or face-to-face means depending on their convenience and availability. Hence, the safety of the respondents was observed by reducing pressure, protecting their time, and maintaining a respectful research environment.

Justice. The researcher observed justice by ensuring fair treatment of all public elementary school teacher-respondents. The selection of respondents was based on the inclusion criteria and sampling procedure, not on personal preference, rank, age, sex, or familiarity with the researcher. All selected respondents were given the same information, the same opportunity to participate, and the same right to withdraw. The researcher also ensured that no group of teachers was unfairly burdened or excluded without valid reason. Thus, justice was observed by promoting fairness, equal opportunity, and respect for all respondents involved in the study.

Transparency. The researcher observed transparency by clearly explaining the purpose, scope, and procedures of the study to the public elementary school teacher-respondents. The respondents were informed that the study examined the predictive power of classroom management strategies domains on the work-life balance of public elementary school teachers in Davao del Norte Division. The researcher also explained that the survey focused on adaptive teaching, relationship, behavior management, and work-life balance indicators. Moreover, the respondents were informed that their participation was voluntary and that their responses would be used only for academic research purposes. Thus, transparency was observed by ensuring that the respondents understood the nature and intention of the study before answering the questionnaire.

The researcher also practiced transparency by presenting the study procedures in a clear and organized manner to the concerned school authorities. The Schools Division Superintendent, school heads, and selected respondents were informed about the purpose of the study, the data gathering process, and the expected use of the results. The researcher avoided giving misleading information or creating false expectations about the benefits of the study. In addition, the researcher clarified that the study would not be used to evaluate the work performance of individual teachers. Therefore, transparency helped build trust between the researcher, the respondents, and the school community.

The researcher also prepared a dissemination plan to ensure that the results of the study would be shared responsibly. After the completion of the study, the findings were intended to be presented to concerned academic and school authorities in summarized form. The results were also planned to be shared with DepEd officials and school heads as possible bases for teacher support programs, classroom management training, and work-life balance initiatives. However, the researcher ensured that no individual respondent would be identified in any report, presentation, or discussion. Hence, the dissemination plan protected confidentiality while allowing the study findings to benefit the educational community.

Qualification of the Researcher. The researcher observed ethical responsibility by ensuring that the study was conducted with adequate academic preparation and research knowledge. The researcher had previously enrolled in Methods of Research, which provided the foundation for understanding research design, sampling, instrument preparation, data gathering, and ethical procedures. This background helped the researcher follow proper steps in conducting a quantitative study among public elementary school teachers. It also guided the researcher in preparing the questionnaire, coordinating with school authorities, and organizing the data gathering process. Thus, the researcher's preparation supported the proper and ethical conduct of the study.

Moreover, the researcher had previously enrolled in Advanced Statistics, which enabled the researcher to understand statistical procedures needed in the study. This preparation helped the researcher conduct advanced regression analysis and interpret the predictive power of classroom management strategies domains on teachers' work-life balance. The researcher also developed understanding of basic statistical assumptions, including normality, linearity, and the appropriateness of parametric tests. This knowledge helped ensure that the data were analyzed using suitable statistical tools. Therefore, the researcher's qualifications contributed to the accuracy, credibility, and ethical interpretation of the study results.

Conflict of Interest. The researcher observed conflict of interest by ensuring that the study was conducted without personal, financial, or professional bias. The researcher did not use the study to favor or disadvantage any respondent, school, or group of teachers. The responses of the public elementary school teacher-respondents were treated objectively and were analyzed based on the gathered data. The researcher also avoided influencing the answers of the respondents during the survey process. Hence, the study maintained fairness, neutrality, and integrity in the conduct and interpretation of the research.

Adequacy of the Facilities. The researcher ensured the adequacy of facilities by coordinating with the selected schools before the conduct of the survey. Proper facilities were looked for so that the respondents could answer the questionnaire comfortably and without unnecessary disturbance. The researcher considered the availability of quiet rooms, adequate seating, proper ventilation, and enough space for the respondents. This helped create a setting where public elementary school teachers could read and answer the questionnaire carefully. Thus, the researcher observed facility adequacy to support comfort, focus, and orderly data gathering.

In addition, the researcher allowed the use of online and face-to-face modes depending on the availability and convenience of the respondents. For face-to-face data gathering, the researcher ensured that the chosen area was appropriate for answering the survey. For online data gathering, the researcher made sure that the questionnaire was accessible and easy to answer through a digital platform. The researcher also considered the respondents' schedules so that the survey would not interfere with teaching duties and school activities. Therefore, the facilities and modes of data gathering were arranged to protect the respondents' comfort, time, and participation.

Community Involvement. The researcher observed community involvement by recognizing the role of the school community in the successful conduct of the study. The Schools Division Superintendent, school heads, and public elementary school teachers were involved through proper coordination and permission procedures. This process ensured that the study was conducted with respect for the structure and policies of the public school system. The researcher also considered the needs and conditions of the schools when scheduling the data gathering activities. Hence, community involvement was observed by making the study responsive to the setting where the respondents worked.

Further, the study promoted community involvement by focusing on an issue that was relevant to the public elementary school community. Work-life balance and classroom management were concerns that affected teachers, learners, school heads, and the overall learning environment. The researcher treated the responses of the teachers as valuable inputs for understanding how classroom practices related to teacher well-being. The findings were expected to support school-based discussions on improving classroom management support and teacher welfare. Therefore, the study encouraged shared responsibility in promoting healthier and more supportive teaching conditions in Davao del Norte Division.

Results

Classroom Management Strategies (CMS) of public elementary school teachers in Santo Tomas District were rated extensive overall (M = 3.45, SD = 0.250). Among subconstructs, adaptive teaching scored highest (M = 3.49), followed by behavior management (M = 3.47) and relationship (M = 3.40). Teachers often adjusted instructional practices, managed classroom behavior effectively, and maintained positive teacher-learner interactions. Areas such as creating fully accessible classrooms and ensuring individual recognition were moderately extensive, indicating room for further improvement.

Work-Life Balance (WLB) was moderately extensive overall (M = 3.38, SD = 0.298). Teachers reported the highest awareness of work-life balance (M = 3.47), while job satisfaction and flexible environment (M = 3.29) and self-appreciation (M = 3.34) were moderately extensive. Findings suggest teachers recognize the importance of balancing personal and professional life, but workload, school demands, and limited flexibility hinder consistent practice of WLB strategies.

Relationship Between CMS and WLB: Pearson correlation showed a strong positive relationship ($r = 0.725$, $p < 0.001$), indicating that better classroom management is associated with improved work-life balance. Teachers who effectively apply adaptive teaching, maintain positive relationships, and manage behavior experience reduced stress and better control over personal and professional roles.

Regression Analysis: All CMS domains significantly predicted WLB. Behavior management was the strongest predictor ($B = 0.327$, $p < 0.001$), followed by relationship ($B = 0.294$, $p < 0.001$) and adaptive teaching ($B = 0.249$, $p < 0.001$). The model explained 51.5% of the variance in WLB ($R^2 = 0.515$, $F(3,114) = 42.3$, $p < 0.001$), highlighting the critical role of classroom management as a professional resource that protects teachers' time, energy, and emotional well-being.

Theoretical Implications: Findings align with Conservation of Resources Theory, Effort-Recovery Model, and Boundary Theory, demonstrating that effective classroom management helps teachers conserve energy, recover after work, and maintain boundaries between professional and personal life. Emphasis on behavior management and adaptive teaching is particularly crucial for sustaining WLB.

Conclusion: Classroom management strategies are strongly linked to teachers' work-life balance. Enhancing adaptive teaching, relationship-building, and behavior management can support teachers' well-being, reduce stress, and promote sustainable professional performance. Schools should invest in training, resources, and supportive policies to strengthen these competencies and facilitate healthier work-life integration

Summary

The study aimed to determine the predictive power of classroom management strategies domains on the work-life balance of teachers. The respondents were the 118 public elementary school teachers in Santo Tomas District, Davao del Norte selected through simple random sampling technique. A descriptive-correlational research design was employed using validated survey instruments, and data were analyzed through Weighted Mean, Standard Deviation, Pearson Product-Moment Correlation, and Linear Regression Analysis at a 0.05 level of significance.

The result of the study are summarize as follows:
1. Classroom management strategies were generally found to be extensive. Adaptive teaching emerged as the highest-rated subconstruct, while relationship was the lowest-rated subconstruct.
2. Work-life balance was generally found to be moderately extensive. Awareness towards work-life balance emerged as the highest-rated subconstruct, while job satisfaction and flexible environment was the lowest-rated subconstruct.
3. Classroom management strategies had a significant positive relationship with work-life balance. This means that teachers with stronger classroom management strategies tended to experience better work-life balance.
4. Classroom management strategies significantly influenced teachers' work-life balance when analyzed through linear regression. Adaptive teaching, relationship, and behavior management were all significant predictors, with behavior management showing the strongest practical contribution.

Conclusions

Based on the findings of this study, the following conclusions were offered:
1. The extent of classroom management strategies was concluded to be high, meaning these practices were often evident among teachers. In This means that teachers often adjusted instruction to learners' needs, but still needed to strengthen classroom relationships and positive interactions. plain terms, teachers generally managed instruction, relationships, and learner behavior well in their classrooms. Adaptive teaching was the stronger area, while relationship needed more improvement.
2. The extent of work-life balance was concluded to be moderate, meaning it was sometimes observed among teachers. In plain terms, teachers had some ability to balance work and personal life, but this balance was not yet consistently strong. Awareness towards work-life balance was the stronger area, while job satisfaction and flexible environment needed more attention. This shows that teachers understood the importance of work-life balance, but still experienced limits in workplace satisfaction, flexibility, and support
3. There was a direct, positive, and strong relationship between classroom management strategies and work-life balance. Therefore, the null hypothesis stating that there is no significant relationship between the variables was rejected. Thus, teachers with stronger classroom management strategies tended to experience better work-life balance. The result suggests that improving classroom management may also help teachers manage professional demands and personal responsibilities more effectively.
4. Classroom management strategies had a direct, significant, and substantial influence on teachers' work-life balance; thus, the null hypothesis stating that there is no significant influence was rejected. All subconstructs, namely adaptive teaching, relationship, and behavior management, were significant predictors, with behavior management showing the strongest practical contribution. This means that teachers who managed learner behavior effectively were more likely to experience better balance between their work duties and personal life. Theoretically, the findings support the Conservation of Resources Theory, Effort-Recovery Model, and Boundary Theory because effective classroom management may help teachers conserve energy, reduce work strain, recover after school tasks, and protect personal and family life from excessive work demands.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are respectfully presented:
1. *DepEd officials* may develop programs that strengthen classroom management strategies and teacher work-life balance in public elementary schools. These programs may include wellness support, workload management, and training on adaptive teaching, relationship-building, and behavior management. They may also create policies that reduce unnecessary administrative burden so teachers can manage both instructional duties and personal well-being.
2. *School heads* may implement school-level policies that support healthier work routines and more effective classroom management practices. They may provide mentoring, peer coaching, and classroom-based support to help teachers improve behavior management, learner relationships, and adaptive teaching. They may also review teachers' workloads and create a supportive environment that promotes job satisfaction, flexibility, and emotional wellness.
3. *Teachers* may continue strengthening their classroom management skills because these were found to influence work-life balance. They may improve their practices by using positive behavior strategies, maintaining respectful classroom relationships, and adjusting instruction based on learners' needs. They may also practice healthy boundaries, time management, and self-care to protect their personal and family life from excessive work demands.
4. Future researchers may conduct similar studies in other districts, divisions, or school levels to test whether the same findings apply to different groups of teachers. They may also use qualitative, mixed-methods, or longitudinal designs to explore deeper experiences behind classroom management and work-life balance. Future studies may include other factors such as workload, leadership support, school culture, family responsibilities, and teacher well-being to provide a broader understanding of the topic.

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