



# KAYA PA! WORK-LIFE BALANCE AND ITS IMPLICATIONS TO MENTAL HEALTH AND TEACHING PERFORMANCE AMONG SECONDARY TEACHERS

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## ABSTRACT

*This study examined the work-life balance, mental health, and teaching performance of 116 secondary teachers using a mixed-methods research design. It also identified the challenges teachers face in maintaining work-life balance, their coping mechanisms, and their recommendations for school administrators. Results showed that respondents experienced a fair level of work-life balance, with Work Personal Life Enhancement rated Good, while interference dimensions were rated Fair. Most respondents exhibited manageable mental health levels, though a notable minority reported mild to severe symptoms of depression, anxiety, and stress. Despite this, teaching performance across all dimensions, teaching skills, student-teacher relationship, management skills, and evaluation skills was consistently rated Outstanding. Qualitative findings identified four challenges: time management struggles, heavy workload, blurred work-life boundaries, and role conflict. Respondents coped through priority setting, strategic planning, task diversion, and rest. The null hypothesis, stating no significant relationship exists among the three variables, was partially rejected. Significant negative relationships were found between work-life balance and mental health, and selectively between work-life balance and teaching performance, particularly in preparation and classroom techniques. However, no significant relationship was found between mental health and teaching performance, indicating strong professional resilience among respondents. The study concludes that while teachers demonstrate high professional competence, institutional interventions, including mental health support, workload reduction, and protected personal time, are essential to sustaining teacher well-being and long-term effectiveness.*

**Keywords:** *work-life balance, mental health, teaching performance, secondary teachers, coping mechanisms, professional resilience*

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## I. INTRODUCTION

Work is an environmental setting where it resounds greater opportunity on issues addressing mental health. Psychosocial risk is a risk to mental health that is affected at work, and it includes work schedule, excessive workloads, extended working hours, unsafe working environment, discrimination, and conflicting work and home demands. This risk is present in all job sectors whether working in a formal or a nonformal economy. According to the World Health Organization, an estimation of 12 billion working days are lost due to mental health problem like depression and anxiety caused by poor working environment.

In the national setting, Philippines ranks as 59<sup>th</sup> of the 60 countries who ranks near the bottom globally (Remote's 2024 Global Life-Work Balance Index) this emphasizes that Filipino workers work with an average hour of 40.63 per week. Working with the regular working hours doesn't meet all the needs of Filipino workers. Deciding to work with a longer working hours provides them with additional wage that will help them buy the needs of their family. Toxic office environment, heavy workload and experiencing the daily challenging commute makes a Filipino worker difficult to find time for personal lives.

Teachers play a critical role in shaping the future of society, and their well-being is integral to the quality of education they provide. However, Filipino teachers often experience high levels of stress due to extended working hours, administrative tasks, and the increasing demand to adapt to technological advancements in education. These factors are compounded by socio-cultural expectations, such as caregiving responsibilities, household chores for married women and community involvement, which place additional pressure on their personal lives.

Teachers in the country experience imbalance on their work and personal life (Eden, 2025). This issue is very evident since teachers do their school works in their own houses due to the demand of paperwork and administrative tasks to be done. Being the coordinator of the different projects or programs such as Gulayan sa Paaralan Coordinator, BSP/GSP Coordinator, LIS Coordinator, Classroom Program Coordinator and others

which in reality these responsibilities are additional burden to them. Meeting the deadlines that was just announced a day or two before submission which results that teacher's imbalance on their work and personal life and will probably affect their teaching performance and their mental health.

Existing studies often generalize findings from other professions or contexts, leaving a gap in understanding the unique experiences and challenges faced by educators in the Philippines. By conducting this study, we aim to address this gap and provide a deeper understanding of the current state of work-life balance and its implication to mental health and teaching performance of the secondary teachers.

This study is driven by the belief that supporting teachers in achieving work-life balance is not only essential for their personal health but also for the long-term development of the education sector. The findings will serve as a foundation for creating evidence-based policies and programs that prioritize the holistic well-being of teachers, ensuring they can thrive both professionally and personally.

### Statement of the Problem

This study aims to investigate the state of work-life balance among secondary teachers in the 2nd Legislative District of Isabela.

Specifically, it sought to answer the following questions;

1. What is the current state of work-life balance among the respondents?
2. What is the current state of their mental health in terms of
  - a. Depression
  - b. Anxiety
  - c. Stress
3. What is the teaching performance of the respondents as evaluated by their immediate supervisor?

Is there a significant relationship among the work-life balance, mental health, and teaching performance of the respondents?



## II. METHODOLOGY

This study utilized mixed-method explanatory research which involves collecting and analyzing quantitative data first to assess the current state of work-life balance of the secondary teachers, current state of mental health and then collecting and analyzing qualitative data to help explain or elaborate the challenges in achieving work-life balance and how they manage to cope up with. This approach prioritizes quantitative data and then utilizes the qualitative data to provide deeper insights or understand unexpected findings. Total enumeration was used wherein a total of 116 senior high school teachers answered the structured survey questionnaire that assesses the current state of work-life balance and mental health (depression, anxiety, and stress). For the questionnaire that assesses the teaching performance of the teachers, a total of 20 school heads and principal were considered to answer the questionnaire.

## III. RESULTS AND DISCUSSION

**Table 1. Current State of Work-Life Balance of the Respondents**

Indicators	Mean	Descriptive Equivalent (DE)
<b>Work Interference with Personal Life (WIPL)</b>		
1. My personal life suffers because of work.	2.93	Fair
2. My job makes personal life difficult.	2.72	Fair
3. I neglect personal needs because of work.	2.56	Fair
4. I put personal life on hold for work.	2.13	Poor
5. I miss personal activities because of work.	2.23	Poor
6. I struggle to juggle work and personal life.	2.68	Fair
7. I am unhappy with the amount of time for non-work.	1.60	Poor
<b>Mean</b>	<b>2.41</b>	<b>Fair</b>
<b>Personal Life Interference with Work (PLIW)</b>		
1. My personal life drains me of energy for work.	2.88	Fair
2. I am too tired to be effective because of work.	3.00	Fair
3. My work suffers because of my	3.18	Fair

personal life.		
4. I find it hard to work because of personal matters.	2.92	Fair
<b>Mean</b>	<b>3.00</b>	<b>Fair</b>
<b>Work Personal Life Enhancement (WPLE)</b>		
1. Personal life gives me energy for my job.	3.85	Good
2. My job gives me energy to pursue personal activities.	3.86	Good
3. I am in better mood at work because of my personal life.	3.76	Good
4. I am in better mood because of my job.	3.76	Good
<b>Mean</b>	<b>3.80</b>	<b>Good</b>

Among the three dimensions, work interference with personal life (WIPL) recorded the lowest mean score of 2.41, interpreted as Fair. Individual indicators suggest that respondents “fairly” experience personal life disruptions due to work demands. Notably, indicators such as “I put personal life on hold for work” gained a mean rating of 2.13, and “I miss personal activities because of work” gained a mean rating of 2.23, which were rated “Poor”, indicating that work significantly affects on personal time for some respondents. The lowest-rated indicator, “I am unhappy with the amount of time for non-work” with a mean rating of 1.60, or described as “Poor”.

In terms of Personal Life Interference with Work (PLIW) dimension, obtained a mean score of 3.00, also described as “Fair”. All four indicators under this dimension fell within the “fair” range, suggesting that while personal life does interfere with work to some extent, the effect remains moderate or fair. The highest score in this dimension, “My work suffers because of my personal life” with a mean score of 3.18, indicates that personal matters occasionally compromise work performance. Overall, the results suggest a bidirectional interference between work and personal life, though personal life's disruption of work is relatively more moderate compared to work's disruption of personal life.

In contrast to the first two dimensions, Work Personal Life Enhancement (WPLE) yielded the highest mean of 3.80, rated as “Good”. This is the only dimension that reflects a positive relationship between work and personal life. Indicators “Personal life gives me energy for my job” and “My job gives me energy to pursue personal activities”



gained a “good” rating with a mean score of 3.85 and 3.86, respectively. Items “I am in better mood at work because of my personal life” and “I am in better mood because of my job” both gained a mean score of 3.76 rated as “good”. This suggests that despite the interferences noted in WIPL and PLIW, respondents still perceive a meaningful and enriching connection between their professional and personal roles.

Based on the gathered data, it can be inferred that respondents acknowledge moderate or fair levels of mutual interference between work and personal life, and that they also recognize the enhancement each domain brings to the other. The relatively low WIPL score requires attention, as it suggests that work demands may be disproportionately affecting personal well-being.

**Table 2. Respondents' current State of mental health**

Indicators	Frequency (n = 116)	Percent (100.0)
<b>Depression</b>		
These ups and downs are considered normal	80	69.00
Mild mood disturbance	16	13.80
Borderline clinical depression	7	6.00
Moderate depression	11	9.50
Severe depression	2	1.70
<b>Anxiety</b>		
Low Anxiety	82	70.70
Moderate Anxiety	24	20.70
Severe Anxiety	10	8.60
<b>Stress</b>		
Not Noticeable	54	46.60
Barely Noticeable	42	36.20
Moderately Noticeable	3	2.60
Very Noticeable	16	13.80
Extremely Noticeable	1	0.90

As to depression, out of 116 respondents, the majority of the respondents which is 80 individuals or 69.00 percent, fall under the category “These ups and downs are considered normal.” This indicates that most respondents experience typical emotional fluctuations that are within the normal range and do not signify clinical concern. However, a notable proportion of respondents exhibit

varying levels of depressive symptoms. Specifically, 16 respondents or 13.80% are classified under “mild mood disturbance”, indicating the presence of occasional sadness or low mood that may not yet significantly impair daily functioning but still requires attention. Meanwhile, 7 respondents or 6.00% fall under “borderline clinical depression”, suggesting that their symptoms are approaching a level that may require professional monitoring or early intervention.

More concerning are the respondents classified under moderate and severe depression. A total of 11 respondents or 9.50%, experience “moderate depression” which may already affect their daily activities, productivity, and overall well-being. Additionally, 2 respondents or 1.70% are categorized under “severe depression”, representing a small but critical group that may require immediate psychological or clinical support.

Overall, while the majority of respondents are within the normal emotional range, the presence of individuals experiencing mild to severe levels of depression highlights the importance of mental health awareness and intervention programs.

In terms of the respondents’ level of anxiety, the majority of the respondents are classified under “low anxiety,” gaining 82 responses or 70.70%. This indicates that most respondents experience minimal levels of anxiety, suggesting that they are generally able to manage stress and maintain emotional stability in their daily activities. However, a considerable proportion of respondents exhibit higher levels of anxiety. Specifically, 24 respondents or 20.70% fall under “moderate anxiety”, indicating that they may experience noticeable levels of worry, tension, or unease that could occasionally interfere with their daily functioning.

While, 10 respondents or 8.60% were categorized under “severe anxiety”. Although they represent a smaller portion of the sample, this group may experience persistent and intense anxiety that can significantly impact their personal, social, and work-related functioning and may require immediate attention, including counseling or other mental



health interventions.

In relation to your earlier findings on work-life balance, the generally low levels of anxiety may be partly attributed to the respondents' ability to maintain a relatively balanced interaction between work and personal life. However, the presence of moderate and severe anxiety among some respondents suggests that further support mechanisms are necessary to ensure a healthier and more resilient workforce.

Lastly, on their level of stress, most of the respondents which is 54 or 46.60%, reported "not noticeable" stress, while 42 respondents or 36.20% indicated "barely noticeable" stress. These findings show that a significant majority of the respondents experience low levels of stress, suggesting that they are generally able to cope effectively with daily demands and pressures.

However, a small proportion of respondents reported "moderately noticeable" stress which gained 3 or 2.60%, indicating minimal disruption in their daily functioning. On the other hand, 16 respondents or 13.80% reported "very noticeable" stress, which may already affect their productivity, emotional well-being, and interpersonal relationships. Additionally, 1 respondent or 0.90% was classified under "extremely noticeable" stress, representing a critical case that may require immediate intervention and support.

Overall, the findings suggest that while most respondents maintain manageable stress levels, there remains a group of individuals who experience significant stress that could negatively impact their mental health and performance.

**Table 3. Teaching Performance of the Respondents in Terms of Teaching Skills**

	Mean	Descriptive Equivalent (DE)
<b>A. Preparation</b>		
The teacher ...		
1. Identifies specific needs, interest, and capacities of individual students.	4.78	Outstanding
2. Analyzes and identifies specific learning task.	4.79	Outstanding
3. Shows evidence of professional and cultural growth.	4.72	Outstanding

	Category Mean	4.76	Outstanding
<b>B. Classroom Techniques</b>			
The teacher ...			
1. Identifies specific needs, interest, and capacities of individual students.	4.75		Outstanding
2. Analyzes and identifies specific learning task.	4.62		Outstanding
3. Shows evidence of professional and cultural growth.	4.72		Outstanding
4. Identifies specific needs, interest, and capacities of individual students.	4.54		Outstanding
	Category Mean	4.65	Outstanding
<b>C. Understanding the Subject Matter</b>			
The teacher ...			
1. Is able to effectively apply the subject to present situation and to life general.	4.65		Outstanding
2. Make sure students understand basic ideas of the lesson.	4.78		Outstanding
3. Gives assignment that the students understand, help the learn and is related to the objectives.	4.68		Outstanding
	Category Mean	4.70	Outstanding
	<b>Grand Mean</b>	<b>4.70</b>	<b>Outstanding</b>

The results reveal an overall grand mean of 4.70 with a qualitative description of "Outstanding," indicating that the respondents demonstrate a very high level of teaching competence across all measured domains.

In terms of Preparation, the category obtained a mean of 4.76 or "Outstanding", which reflects the respondents' strong ability to plan and organize instruction effectively. All the indicators gained an "Outstanding" rating specifically, indicator 1 "Analyzes and identifies specific learning tasks," received the highest mean 4.79, followed by indicator, "Analyzes and identifies specific learning task" with a rating of 4.78, and indicator 3 "Shows evidence of professional and cultural growth" with 4.72. These results indicate that respondents are learner-centered and committed to continuous professional development, which are essential components of effective teaching.

For Classroom Techniques, it also gained an "Outstanding" rating with the category mean of 4.65. This indicates that respondents employ effective instructional strategies and classroom management practices. All indicators were also rated "outstanding" by the respondents, specifically, indicators "Identifies specific needs, interest, and capacities



of individual students”, “Analyzes and identifies specific learning task”, “Shows evidence of professional and cultural growth” and “Identifies specific needs, interest, and capacities of individual students” which gained a mean rating of 4.75, 4.62, 4.72, and 4.54 respectively. This suggests that respondents are able to translate their preparation into actual classroom practice, promoting a conducive learning environment.

In the area of Understanding the Subject Matter, the category mean of 4.70 with a qualitative description of “Outstanding” reflects the respondents’ strong mastery of content knowledge. The highest-rated indicator, “Make sure students understand basic ideas of the lesson,” with a weighted mean of 4.78, emphasizes the teachers’ effectiveness in facilitating comprehension among learners. Additionally, other indicators also gained an “outstanding” rating, specifically, the indicators “Is able to effectively apply the subject to present situation and to life general”, gained 4.65, indicator “Make sure students understand basic ideas of the lesson” gained 4.78 and indicator “Gives assignment that the students understand, help the learn and is related to the objectives” gained 4.68 respectively.

The consistently high ratings across all categories indicate that respondents possess excellent teaching skills, characterized by thorough preparation, effective classroom execution, and strong subject mastery. These findings suggest that the respondents are well-equipped to deliver quality education and meet the diverse needs of their learners.

4. Sets examples in moral and ethical behavior to students and in the community.	4.72	Outstanding
<b>Grand Mean</b>	<b>4.74</b>	<b>Outstanding</b>

Table 4 presents the teaching performance of the respondents in terms of student-teacher relationship, with an overall grand mean of 4.74, interpreted as “Outstanding.”

This indicates that respondents demonstrate a very high level of effectiveness in establishing positive, supportive, and professional relationships with their students, which is a crucial component of effective teaching and learning.

Among the indicators, the highest mean was obtained by “Helps students develop self-discipline in and through the learning process” with 4.82 or “Outstanding”. This suggests that teachers play a significant role in developing the students’ personal responsibility, independence, and positive behavior, which are essential for both academic success and character development.

Also, other statements “Functions effectively as a member of the classroom learning group” also received a high rating of 4.75, “Sets examples in moral and ethical behavior to students and in the community” garnered a mean of 4.72, and statement, “Shows interest in students’ problems and needs and makes provision for these” with a mean of 4.66, all gained a qualitative description of “Outstanding”. The results reveal that respondents excel in building strong interpersonal relationships with their students, characterized by care, respect, guidance, and ethical leadership. Such relationships are essential in promoting student engagement, motivation, and holistic development.

**Table 4. Teaching Performance of the Respondents in Terms of Student-Teacher Relationship**

	Mean	Descriptive Equivalent (DE)
The teacher ...		
1. Shows interest in students’ problems and needs and makes provision for these.	4.66	Outstanding
2. Functions effectively as a member of the classroom learning group.	4.75	Outstanding
3. Helps students develop self-discipline in and through the learning process.	4.82	Outstanding

**Table 5. Teaching Performance of the Respondents in Terms of Management Skills**

	Mean	Descriptive Equivalent (DE)
The teacher ...		
1. Starts learning activities promptly.	4.60	Outstanding
2. Administers tests effectively and returns corrected papers/work promptly.	4.74	Outstanding
<b>Grand Mean</b>	<b>4.67</b>	<b>Outstanding</b>



Table 5 presents the teaching performance of the respondents in terms of Management Skills, yielding a grand mean of 4.67, which is interpreted as “Outstanding”. This indicates that the respondents demonstrate a high level of efficiency and organization in managing classroom

activities and instructional processes.

Both indicators, “Administers tests effectively and returns corrected papers/work promptly” and “Starts learning activities promptly” obtained a high mean of 4.74 and 4.60, respectively, with a qualitative description of “Outstanding”. The findings reveal that respondents possess strong classroom management skills, particularly in organizing tasks, managing time, and implementing assessment procedures efficiently. These competencies contribute significantly to creating a well-structured and productive learning environment.

Work-Life Balance	Depression		Anxiety		Stress	
	r-value	p-value	r-value	p-value	r-value	p-value
Work Interference with Personal Life						
My personal life suffers because of work.	-.23*	.01	-.32*	.01	-.32*	.01
My job makes personal life difficult.	-.30*	.01	-.25*	.01	-.46*	.01
I neglect personal needs because of work.	-.27*	.01	-.27*	.01	-.18*	.04
I put personal life on hold for work.	-.12 <sub>ns</sub>	.18	-.11 <sub>ns</sub>	.24	-.22*	.02
I miss personal activities because of work.	-.11 <sub>ns</sub>	.23	-.19*	.03	-.09 <sub>ns</sub>	.31
I struggle to juggle work and personal life.	-.12 <sub>ns</sub>	.21	-.11 <sub>ns</sub>	.23	-.11 <sub>ns</sub>	.22
I am unhappy with the amount of time for non-work.	-.15 <sub>ns</sub>	.09	-.01 <sub>ns</sub>	.88	.04 <sub>ns</sub>	.66
Personal Life Interference with Work						
My personal life drains me of energy for work.	-.30*	.01	-.24*	.01	-.42*	.01
I am too tired to be effective because of work.	-.32*	.01	-.19*	.03	-.37*	.01
My work suffers because of my personal life.	-.29*	.01	-.29*	.01	-.33*	.01
I find it hard to work because of personal matters.	-.27*	.01	-.23*	.01	-.43*	.01
Work Personal Life Enhancement						
Personal life gives me energy for my job.	-.10 <sub>ns</sub>	.29	-.19*	.03	-.11 <sub>ns</sub>	.21
My job gives me energy to pursue personal activities.	-.21*	.02	-.05 <sub>ns</sub>	.57	-.13 <sub>ns</sub>	.15
I am in better mood at work because of my personal life.	-.09 <sub>ns</sub>	.34	-.23*	.01	.03 <sub>ns</sub>	.74
I am in better mood because of my job.	-.05 <sub>ns</sub>	.57	-.07 <sub>ns</sub>	.41	-.11 <sub>ns</sub>	.21

**Table 6. Teaching Performance of the Respondents in Terms of Evaluation Skills**

	Mean	Descriptive Equivalent (DE)
The teacher ...		
1. Uses specific criteria for the accurate evaluation of individual performance.	4.78	Outstanding
2. Analyzes and interprets evaluation results skillfully.	4.79	Outstanding
<b>Grand Mean</b>	<b>4.78</b>	<b>Outstanding</b>

Based on the gathered data, teaching performance in terms of evaluation skills gained a grand mean of 4.78, interpreted as “Outstanding.” This indicates that respondents exhibit a very high level of competence in assessing and evaluating student performance, which is essential in ensuring effective teaching and learning outcomes.

Both the indicators, “Analyzes and interprets evaluation results skillfully” and “Uses specific criteria for the accurate evaluation of individual performance” received a high rating of 4.79 and 4.78, respectively, with a qualitative description of “Outstanding”. The findings revealed that respondents possess excellent evaluation skills, characterized by accuracy, consistency, and the ability to utilize assessment results effectively.

**Table 7. Relationship Between Work-Life Balance and Mental Health of the Respondents**

Legend: \* = significant; ns = not significant at 0.05 level



Most indicators under WIPL demonstrated significant negative correlations with depression, anxiety, and stress. Notably, “My job makes personal life difficult” showed significant correlations across all three mental health variables, suggesting that difficulty in managing work and personal life boundaries is particularly associated with heightened stress levels. Similarly, “My personal life suffers because of work” and “I neglect personal needs because of work” were significantly correlated with all three mental health outcomes, reinforcing the concept that work encroachment on personal life contributes to poorer mental health.

However, several WIPL indicators specifically “I put personal life on hold for work,” “I miss personal activities because of work,” “I struggle to juggle work and personal life,” and “I am unhappy with the amount of time for non-work” yielded non-significant correlations with depression and anxiety, and mixed results with stress. This suggests that not all forms of work interference carry equal psychological weight, and some may be perceived as more tolerable or normalized among the respondents.

All four indicators under PLIW demonstrated consistent, significant negative correlations across depression, anxiety, and stress. Indicators “I am too tired to be effective because of work” showed strong negative correlations with all three outcomes, while “I find it hard to work because of personal matters” recorded particularly notable associations with stress ( $r = -.43$ ). Also, indicator “My personal life drains me of energy for work” also yielded significant results across all mental health dimensions, with stress showing the strongest correlation ( $r = -.42$ ). The consistency of significant results across all PLIW items points to this dimension as a particularly salient predictor of mental health difficulties among the respondents.

The WPLE dimension, gained non-significant correlations with mental health outcomes. Most indicators including “Personal life gives me energy for my job,” “I am in better mood at work because of my personal life,” and “I am in better mood because of my job” did not reach statistical significance across depression, anxiety, and stress.

However, “My job gives me energy to pursue personal activities” showed a significant negative correlation with depression ( $r = -.21, p = .02$ ), suggesting that when work positively fuels personal pursuits, it may offer a modest protective effect against depressive symptoms.

Based on the gathered data, the findings indicate a significant negative relationship between work-life balance difficulties and mental health, particularly when work interferes with personal life and when personal life interferes with work performance. The negative direction of the correlations across WIPL and PLIW suggests that higher levels of interference are associated with lower mental health scores or greater levels of depression, anxiety, and stress.

**Table 8. Relationship Between Work-Life Balance and Teaching Performance of the Respondents in Terms of Teaching Skill**

Work-Life Balance	Teaching Performance in Terms of Teaching Skills								
	Preparation		Classroom Techniques		Understanding the Subject Matter		Overall		
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	
Work Interference with Personal Life									
My personal life suffers because of work.	-.16 <sub>ns</sub>	.08	-.25*	.01	.09 <sub>ns</sub>	.32	-.14 <sub>ns</sub>	.11	
My job makes personal life difficult.	-.17 <sub>ns</sub>	.06	-.11 <sub>ns</sub>	.24	.02 <sub>ns</sub>	.87	-.13 <sub>ns</sub>	.14	
I neglect personal needs because of work.	-.20*	.03	-.24*	.01	-.05 <sub>ns</sub>	.61	-.23*	.01	
I put personal life on hold for work.	-.06 <sub>ns</sub>	.53	-.17 <sub>ns</sub>	.06	.01 <sub>ns</sub>	.98	-.10 <sub>ns</sub>	.27	



I miss personal activities because of work.	-0.20*	.04	-0.20*	.03	-.06 <sub>ns</sub>	.49	-.22*	.01	I am in better mood at work because of my personal life.	.23*	.01	.10 <sub>ns</sub>	.26	-.02 <sub>ns</sub>	.82	.15 <sub>ns</sub>	.08
I struggle to juggle work and personal life.	-.04 <sub>ns</sub>	.61	-.26*	.01	-.04 <sub>ns</sub>	.71	-.15 <sub>ns</sub>	.10	I am in better mood because of my job.	.01 <sub>ns</sub>	.98	.11 <sub>ns</sub>	.25	-.06 <sub>ns</sub>	.50	.01 <sub>ns</sub>	.88
I am unhappy with the amount of time for non-work.	.01 <sub>ns</sub>	.98	-.07 <sub>ns</sub>	.40	.01 <sub>ns</sub>	.90	-.02 <sub>ns</sub>	.78	<i>Legend: * = significant; ns = not significant at 0.05 level</i>								
Personal Life Inference with Work									The WIPL dimension showed significant negative correlations, particularly with Classroom Techniques. Indicators “My personal life suffers because of work” was significantly correlated with Classroom Techniques (r = -0.25, p = .01), while “I neglect personal needs because of work” showed significant negative correlations with both Preparation (r = -0.20, p = .03), Classroom Techniques (r = -0.24, p = .01), and Overall teaching performance (r = -0.23, p = .01). Similarly, “I miss personal activities because of work” was significantly associated with Preparation (r = -0.20, p = .04), Classroom Techniques (r = -0.20, p = .03), and Overall performance (r = -0.22, p = .01), while “I struggle to juggle work and personal life” showed a significant negative correlation specifically with Classroom Techniques (r = -0.26, p = .01). Notably, “Understanding the Subject Matter” remained largely unaffected by WIPL indicators, with all correlations being non-significant. This suggests that while work interference may undermine the more dynamic and interactive aspects of teaching such as preparation and classroom delivery it does not significantly impair the teacher's facility of subject matter knowledge. Compared to WIPL, the PLIW dimension produced fewer significant correlations with teaching skills. Most indicators under this dimension were non-significant across all four sub-dimensions of teaching performance. However, indicators “My work suffers because of my personal life” showed significant negative correlations with Preparation (r = -0.20, p = .04) and Classroom Techniques (r = -0.22, p = .01), and a significant negative correlation with Overall								
My personal life drains me of energy for work.	.03 <sub>ns</sub>	.68	-.14 <sub>ns</sub>	.13	.14 <sub>ns</sub>	.14	.03 <sub>ns</sub>	.73									
I am too tired to be effective because of work.	-.06 <sub>ns</sub>	.55	-.18 <sub>ns</sub>	.06	.08 <sub>ns</sub>	.41	-.06 <sub>ns</sub>	.48									
My work suffers because of my personal life.	-0.20*	.04	-0.22*	.01	.02 <sub>ns</sub>	.82	-.19*	.04									
I find it hard to work because of personal matters.	-0.23*	.01	-.16 <sub>ns</sub>	.09	-.03 <sub>ns</sub>	.71	-.22*	.01									
Work Personal Life Enhancement																	
Personal life gives me energy for my job.	-.05 <sub>ns</sub>	.55	.15 <sub>ns</sub>	.08	-.11 <sub>ns</sub>	.24	-.02 <sub>ns</sub>	.82									
My job gives me energy to pursue personal activities.	.05 <sub>ns</sub>	.57	.01 <sub>ns</sub>	.88	.01 <sub>ns</sub>	.99	.03 <sub>ns</sub>	.71									



teaching performance ( $r = -.19, p = .04$ ). While, indicators “I find it hard to work because of personal matters” also yielded significant associations with Preparation ( $r = -.23, p = .01$ ) and Overall performance ( $r = -.22, p = .01$ ).

The relative lack of significant findings across other PLIW indicators may suggest that while personal life occasionally disrupts work functioning, it does not consistently or broadly compromise teaching skill performance. Nonetheless, the significant results for select items indicate that when personal difficulties directly affect work focus, teaching preparation and delivery are the areas most likely to be impacted.

Among the three work-life balance dimensions, three out of four indicators yielded entirely non-significant correlations across all teaching skill sub-dimensions. The only indicator was “I am in better mood at work because of my personal life,” which showed a significant positive correlation with Preparation ( $r = .23, p = .01$ ). This suggests that when a positive personal life contributes to an improved mood at work, teachers are more likely to invest effort in lesson preparation.

The general absence of significant results across WPLE indicators may imply that the enhancement effects of work-life balance, while beneficial to overall well-being, do not translate directly into measurable improvements in specific teaching skill competencies.

These results highlight that work-life imbalance, particularly when work demands intrude on personal life, can slightly tear down the quality of instructional delivery among teachers. Educational institutions may therefore benefit from implementing supportive policies and workload management strategies that help teachers maintain a healthier work-life balance, which in turn may preserve and even enhance the quality of their classroom performance.

**Table 9. Relationship Between Work-Life Balance and Teaching Performance of the Respondents**

Indicators	Student-Teacher Relationship	Management Skills	Evaluation Skills
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	r-value	p-value	r-value	p-value	r-value	p-value
Work Interference with Personal Life						
My personal life suffers because of work.	-.03 <sub>ns</sub>	.78	.01 <sub>ns</sub>	.98	.03 <sub>ns</sub>	.73
My job makes personal life difficult.	-.02 <sub>ns</sub>	.81	.04 <sub>ns</sub>	.66	-.04 <sub>ns</sub>	.67
I neglect personal needs because of work.	-.13 <sub>ns</sub>	.15	.04 <sub>ns</sub>	.64	-.07 <sub>ns</sub>	.42
I put personal life on hold for work.	.01 <sub>ns</sub>	.89	.11 <sub>ns</sub>	.22	-.18*	.04
I miss personal activities because of work.	-.03 <sub>ns</sub>	.77	-.01 <sub>ns</sub>	.92	-.01 <sub>ns</sub>	.99
I struggle to juggle work and personal life.	-.09 <sub>ns</sub>	.32	-.01 <sub>ns</sub>	.92	-.01 <sub>ns</sub>	.88
I am unhappy with the amount of time for non-work.	.03 <sub>ns</sub>	.74	.14 <sub>ns</sub>	.13	.03 <sub>ns</sub>	.78
Personal Life Interference with Work						
My personal life drains me of energy for work.	.04 <sub>ns</sub>	.68	.02 <sub>ns</sub>	.81	-.03 <sub>ns</sub>	.77
I am too tired to be effective because of work.	.07 <sub>ns</sub>	.41	.06 <sub>ns</sub>	.46	-.02 <sub>ns</sub>	.82
My work suffers because of my personal life.	-.06 <sub>ns</sub>	.56	.02 <sub>ns</sub>	.86	-.01 <sub>ns</sub>	.92
I find it hard to work because of personal matters.	.01 <sub>ns</sub>	.93	-.02 <sub>ns</sub>	.83	-.01 <sub>ns</sub>	.97
Work Personal Life Enhancement						
Personal life gives me energy for my job.	-.05 <sub>ns</sub>	.60	-.07 <sub>ns</sub>	.42	-.04 <sub>ns</sub>	.63
My job gives me energy to pursue personal activities.	.09 <sub>ns</sub>	.31	-.07 <sub>ns</sub>	.41	.28*	.01
I am in better mood at work because of my personal life.	.08 <sub>ns</sub>	.37	-.04 <sub>ns</sub>	.69	.12 <sub>ns</sub>	.21
I am in better mood because of my job.	.01 <sub>ns</sub>	.89	-.09 <sub>ns</sub>	.31	-.02 <sub>ns</sub>	.81

Legend: \* = significant; ns = not significant at 0.05 level

Across all seven indicators under WIPL, nearly all



correlations with Student-Teacher Relationship, Management Skills, and Evaluation Skills were non-significant. Only the indicator “I put personal life on hold for work,” which yielded a significant negative correlation with Evaluation Skills ( $r = -.18, p = .04$ ). This suggests that when teachers consistently sacrifice personal time for work demands, their ability to effectively assess and evaluate students may be modestly compromised, possibly due to accumulated fatigue or diminished reflective capacity.

All other WIPL indicators including “My personal life suffers because of work,” “My job makes personal life difficult,” “I neglect personal needs because of work,” “I miss personal activities because of work,” “I struggle to juggle work and personal life,” and “I am unhappy with the amount of time for non-work” showed no significant associations with any of the three teaching performance dimensions. The consistently non-significant results suggest that work interference with personal life, while potentially affecting other aspects of teacher functioning, does not broadly or directly undermine the quality of student-teacher interactions, classroom management, or evaluation practices.

Similarly, all four indicators under the PLIW dimension yielded entirely non-significant correlations across Student-Teacher Relationship, Management Skills, and Evaluation Skills. Items such as “My personal life drains me of energy for work,” “I am too tired to be effective because of work,” “My work suffers because of my personal life,” and “I find it hard to work because of personal matters” showed no statistically significant associations with any teaching performance sub-dimension.

This pattern of non-significance is notable, as it suggests that even when personal life demands spill over into the work domain and compromise general functioning, the specific dimensions of student-teacher relationship quality, management, and evaluation remain relatively insulated. Teachers may be able to compartmentalize personal difficulties when it comes to their direct interactions with students and their classroom management practices, even

under conditions of personal-to-work interference. Among the WPLE indicators, the majority also produced non-significant results. However, the indicator “My job gives me energy to pursue personal activities” showed a significant positive correlation with Evaluation Skills ( $r = .28, p = .01$ ). It can be implied that when teachers derive personal energy and motivation from their work, it positively enhances their capacity to evaluate student performance effectively.

The remaining WPLE indicators, “Personal life gives me energy for my job,” “I am in better mood at work because of my personal life,” and “I am in better mood because of my job” did not reach statistical significance with any of the three performance dimensions, indicating that mood enhancement and energy transfer between personal and professional domains do not consistently translate into observable improvements across student-teacher relationships or management skills.

The overarching pattern emerging from Table 13 is one of largely non-significant relationships between work-life balance and teaching performance across Student-Teacher Relationship, Management Skills, and Evaluation Skills. These results may suggest that teachers maintain a strong sense of professional commitment and relational responsibility toward their students regardless of work-life balance difficulties, effectively shielding interpersonal and managerial aspects of their teaching from the influence of personal and professional boundary conflicts.

**Table 10. Relationship Between Mental Health and Teaching Performance of the Respondents in Terms of Teaching Skills**

	Depression		Anxiety		Stress	
	r-value	p-value	r-value	p-value	r-value	p-value
A. Preparation						
The teacher ...						
1. Identifies specific needs, interest, and capacities of individual students.	.01 <sup>ns</sup>	.95	.05 <sup>ns</sup>	.60	.05 <sup>ns</sup>	.58



2. Analyzes and identifies specific learning task.	.05 <sup>ns</sup>	.56	.13 <sup>ns</sup>	.14	.05 <sup>ns</sup>	.56
3. Shows evidence of professional and cultural growth.	-.04 <sup>ns</sup>	.65	-.02 <sup>ns</sup>	.79	.15 <sup>ns</sup>	.10
A. Classroom Techniques						
The teacher ...						
1. Identifies specific needs, interest, and capacities of individual students.	-.04 <sup>ns</sup>	.65	.03 <sup>ns</sup>	.74	.02 <sup>ns</sup>	.84
2. Analyzes and identifies specific learning task.	.05 <sup>ns</sup>	.60	.10 <sup>ns</sup>	.27	-.03 <sup>ns</sup>	.70
3. Shows evidence of professional and cultural growth.	.08 <sup>ns</sup>	.37	.01 <sup>ns</sup>	.96	.06 <sup>ns</sup>	.48
4. Identifies specific needs, interest, and capacities of individual students.	.04 <sup>ns</sup>	.67	.03 <sup>ns</sup>	.75	-.01 <sup>ns</sup>	.96
B. Understanding the Subject Matter						
The teacher ...						
1. Is able to effectively apply the subject to present situation and to life general.	-.12 <sup>ns</sup>	.17	.03 <sup>ns</sup>	.72	-.14 <sup>ns</sup>	.11
2. Make sure students understand basic ideas of the lesson.	-.05 <sup>ns</sup>	.57	-.02 <sup>ns</sup>	.85	-.03 <sup>ns</sup>	.75
3. Gives assignment that the students understand, help the learn and is related to the objectives.	.08 <sup>ns</sup>	.34	-.01 <sup>ns</sup>	.92	.02 <sup>ns</sup>	.84

plan lessons, implement effective classroom strategies, or ensure student comprehension of subject matter.

Specifically, in the preparation dimension, teachers' abilities to identify students' needs, analyze learning tasks, and demonstrate professional growth were not significantly influenced by their levels of depression, anxiety, or stress. Similarly, in classroom techniques, including tailoring instruction to student interests and applying pedagogical strategies, mental health status did not show a measurable effect. Finally, in understanding the subject matter, teachers' effectiveness in applying content to real-life situations, clarifying basic lesson concepts, and assigning meaningful tasks remained stable regardless of mental health variations.

These findings suggest that the respondents demonstrate a high degree of professional resilience, enabling them to maintain teaching effectiveness despite potential psychological challenges. Teachers may rely on experience, structured lesson plans, and coping mechanisms to buffer the impact of stress or emotional strain on instructional performance.

Several studies have highlighted potential connections between teacher mental health and instructional quality. Research confirms that physical and mental health are linked with teachers' performance in school, with mental and emotional health reported to affect teachers' ability to plan lessons, manage classrooms, and fulfill professional responsibilities (Glazzard & Rose, 2020). Similarly, it has been argued that stressed teachers may experience difficulty with memory and effective lesson planning as manifestations of job-related mental health challenges (Education Advanced, 2024).

In conclusion, mental health conditions such as depression, anxiety, and stress do not appear to impair the teaching skills of the respondents. This highlights the capacity of teachers to sustain professional performance even in the presence of personal psychological challenges, emphasizing the importance of resilience, professional development, and support systems in the teaching environment.

Based on the examined data, across all dimensions of teaching skills, including preparation, classroom techniques, and understanding of the subject matter, no significant correlations were observed (all p-values > 0.05). This indicates that variations in the mental health status of the respondents do not significantly affect their ability to



**Table 11. Relationship Between Mental Health and Teaching Performance of the Respondents**

Student-Teacher Relationship	Depression		Anxiety		Stress	
	r-value	p-value	r-value	p-value	r-value	p-value
The teacher ...						
1. Shows interest in student's problems and needs and makes provision for these.	-.07 <sub>ns</sub>	.45	-.03 <sub>ns</sub>	.71	-.02 <sub>ns</sub>	.79
2. Functions effectively as a member of the classroom learning group.	-.06 <sub>ns</sub>	.51	.06 <sub>ns</sub>	.51	.03 <sub>ns</sub>	.68
3. Helps students develop self-discipline in and through the learning process.	.02 <sub>ns</sub>	.77	.02 <sub>ns</sub>	.82	-.03 <sub>ns</sub>	.68
4. Sets examples in moral and ethical behavior to students and in the community.	.05 <sub>ns</sub>	.52	.03 <sub>ns</sub>	.72	.15 <sub>ns</sub>	.10
Management Skills						
The teacher ...						
Starts learning activities promptly.	-.02 <sub>ns</sub>	.76	-.13 <sub>ns</sub>	.13	.10 <sub>ns</sub>	.27
Administers tests effectively and returns corrected papers/work promptly.	-.01 <sub>ns</sub>	.90	.13 <sub>ns</sub>	.14	.09 <sub>ns</sub>	.33
Evaluation Skills						
The teacher ...						
1. Uses specific criteria for the accurate evaluation of individual performance.	-.07 <sub>ns</sub>	.43	.02 <sub>ns</sub>	.86	-.03 <sub>ns</sub>	.75
2. Analyzes and interprets evaluation results skillfully.	-.12 <sub>ns</sub>	.17	.07 <sub>ns</sub>	.45	-.02 <sub>ns</sub>	.77

The results show that not all correlations are statistically significant ( $p > 0.05$ ), indicating that the respondents' mental health status does not significantly affect their interactions with students or their ability to foster positive relationships in the classroom.

Specifically, teachers' abilities to show interest in students' needs, participate effectively as members of the learning group, help students develop self-discipline, and model moral and ethical behavior were not significantly influenced by levels of depression, anxiety, or stress. This suggests that, despite potential psychological challenges, teachers are able to maintain professional and supportive relationships with their students.

The findings reflect a high degree of professional resilience, where teachers can sustain relational and social aspects of teaching even in the presence of mental health challenges. It is possible that experience, structured classroom routines, and established rapport with students enable teachers to uphold these essential aspects of teaching performance consistently.

In terms of management skills, the results show that all correlations are not significant ( $p > 0.05$ ), indicating that the respondents' levels of depression, anxiety, or stress do not have a measurable effect on their ability to manage classroom activities effectively.

In particular, teachers' punctuality in starting learning activities and their efficiency in administering and returning tests were not significantly influenced by their mental health status. This suggests that, despite potential psychological challenges, teachers are able to maintain essential classroom management responsibilities.

The findings imply a degree of professional resilience, where teachers can sustain organizational and managerial aspects of instruction regardless of personal mental health conditions. It is likely that structured routines, teaching experience, and established classroom procedures serve as buffers, enabling teachers to perform management tasks consistently.

As to evaluation skills, the results indicate that none of the correlations are statistically significant ( $p > 0.05$ ),



suggesting that variations in mental health do not meaningfully affect teachers' abilities to use evaluation criteria accurately or analyze and interpret student performance results.

Specifically, whether teachers experience depression, anxiety, or stress does not appear to influence their capacity to apply evaluation standards or assess student learning outcomes skillfully. This finding highlights the respondents' professional resilience and competence, as they can maintain evaluative practices despite potential psychological challenges.

The lack of significant relationships also implies that structured evaluation procedures, professional experience, and adherence to instructional guidelines may help teachers sustain effective evaluation practices regardless of personal mental health conditions.

#### IV. CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

Secondary teachers maintain a fair level of work-life balance. While the enhancement of work and personal life (WPLE) is perceived positively, the interference between work and personal life, particularly work mixing on personal time, remains a significant concern that needs attention.

The majority of respondents maintain acceptable mental health, with most falling within normal emotional ranges. However, some respondents experienced mild to severe symptoms of depression, moderate to severe anxiety, and noticeable stress.

Teaching performance is outstanding across all dimensions: preparation, classroom techniques, subject matter understanding, student-teacher relationship, management skills, and evaluation skills, demonstrating that respondents are highly committed professionals who sustain instructional quality despite personal and psychological pressures.

Excessive workload and the overlapping of professional tasks are the primary barriers to achieving work-life balance. Priority setting has been identified as the major coping mechanism of

the respondents in managing work-life conflicts.

Teachers employ both problem-focused and emotion-focused coping strategies, including priority setting, advance planning, task diversion, and rest. These adaptive strategies contribute to their ability to maintain professional functioning despite the demands of their roles.

Work-life balance has a selective and partial influence on teaching performance, affecting dimensions such as preparation and classroom techniques. Additionally, work-life balance is not significantly correlated with student-teacher relationships and management skills.

The findings reveal that there are no statistically significant correlations across all dimensions of teaching skills, including preparation, classroom techniques, and subject matter expertise, indicating that these variables do not exhibit a meaningful relationship.

#### Recommendations

In light of the findings and conclusions of this study, the following recommendations are presented:

For School Administrators

1. Review and rationalize teachers' workload by minimizing non-teaching additional tasks and administrative responsibilities that do not directly relate to instruction.
2. Given that a notable proportion of teachers experience depression, anxiety, and stress, it is suggested to develop or institutionalize a mental health program within the school that includes regular psychological assessments, peer support groups, access to counseling services, and mental wellness activities.
3. Give teachers enough time to prepare reports not just a day or two before the deadline. Avoid giving of tasks or Rereports at night and on weekends to ensure that teachers will have time for their personal life.
4. Proper dissemination and orientation of memorandums shall be observed. Do not just let the teachers read and interpret memorandums by their own.
5. Create healthy environment through open and



therapeutic communication. Conducting at least once a week “Kumustahan Session.”

#### For Teachers

1. Teachers are encouraged to intentionally schedule self-care activities and rest periods as part of their routine to prevent emotional exhaustion and burnout.
2. Seek professional support when experiencing persistent or escalating symptoms of depression, anxiety, or stress.
3. Set deliberate personal boundaries at work by learning to communicate workload concerns to supervisors and colleagues.

#### For Policy Makers and the Department of Education (DepEd)

1. Integrate mental health awareness and support into teacher professional development programs and pre-service training programs, equipping both new and experienced teachers with skills to manage stress, anxiety, and emotional demands inherent in the profession.
2. For Future Researchers
3. Conduct parallel studies with a wider scope to explore how work-life balance and mental health evolve over a teacher's career.
4. Expand the study to include a larger and more diverse sample of teachers across different school settings, regions, and education levels to enhance the generalizability of the findings and uncover contextual factors that may influence work-life balance and mental health outcomes.

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